

SUMMER DIARY

A long, cool summer for Attila the Hun

This is the time of year on the Clearview Estate when the phoney war is at its height. It's a rotten summer and the rain is plogging dismally into puddles scattered across the parking lots. People gaze gloomily down into Nirvana Street from their balconies, or huddle in the bus shelters. Even the children's play area, in a canyon between two tall red-brick council blocks, is empty and deserted.

There should be a lot going on, on the face of it. These are, after all, the school holidays and you'd expect a bit of action. Normally the stairs, corridors and swatches of no-man's-land between Clearview's housing fortresses echo to the whoops and yells of children at play. But it's quiet, unnaturally so.

At the sons and daughters of Clearview on holiday, then, bundled off to Butlins or packed protesting into hotel rooms on the Costa del Sol? Apparently not. I have sighted them from time to time, padding gravely about the place in small groups like bands of pioneers, a curious determination on their faces. They look as if they are plotting something. So that's it. They are looking for something to do.

The phoney war is what happens here in north London inner-city territory when, for a few long weeks, childhood ingenuity and inventiveness meet adult indifference. Some families can't afford a proper holiday. Six weeks is a long time to keep yourself amused, even in a sprawling high-rise residential adventure playground like this.

Some of the brighter kids show amazing business acumen at times like this. Last week the doorbell rang at nearly midnight. It was Ann-Marie, Lorna and Tracey. "Hello," they said brightly, peering closely at my earlobes and proffering a basket of plastic

trinkets. "Would you like to buy some ear-rings?" I gracefully declined. "Well then, can we wash your car?"

But now and again real hostilities break out, usually under cover of darkness and in carefully planned hit-and-run operations. Up and down the lavatorial staircases of Rivendell House a new crop of graffiti has begun to appear. More in ignorance than dedication, I hope, the letters NF are scattered like poison confetti. The word Pole is scrawled across a door - actually the occupants are Bengali.

As in New York, racial tension seems to reach its peak in London's long (cool) summer. Is it any coincidence that this is the period when teenagers have most time on their hands? It's alarming to think of children growing up to hate their neighbours, learning to see racism as an off-season childish prank.

Only last week a fire nearly killed a family of four Bengalis living in a third floor flat across the road in Meadow-sweet House. I learned of it from headlines in the local paper. It was a shock to realize it could take place virtually on my own doorstep. Police are treating it as a racial attack of the kind more common in the East End this summer.

An old sofa had been, unwisely, parked on the landing outside the flat door. Late one evening, somebody pushed it up against the door, piled on some rubbish, and lit a match. Luckily the Miah's smelt smoke and escaped through a window. The locals gravely shake their heads and put it down to

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Illustration by Tamara Capellaro

the kids. But which kids? And why? And then there is the problem of the kids for whom the holidays hardly even exist - the ones who don't go to school at all.

A few days ago I decided to brave the life in Rivendell House. I got in on the ground floor with a chattering, cheerful band of six or seven-year-olds. There was Natasha, and Jane, and David. But one of them stayed outside, for a reason, I swiftly discovered.

I pressed the button for the fifth floor. Instantly the urticin outside, who was carrying a nasty looking length of wood, prodded the call button on the door frame. The lift stayed where it was, the door opened and the child stared up at me with a malevolent pout.

I tried again. The same ritual took place. Sharp words were exchanged

and we finally left the ground. "Who was that?" I inquired of the mob as we trundled upwards, fearing the worst. I was right. "That was Kevin," they chorused in voices full of awe and disapproval.

Kevin is the Estate's Genghis Khan and his little brother Michael is Clearview's Attila the Hun. They live with their mother and her succession of unsavoury boyfriends in a flat in Harmony House. Kevin is 10 and his brother a couple of years younger. To say that the Proctor family of Harmony House is a problem family is something of an understatement.

For the past two years the Proctors' neighbours in Harmony House have been in a constant state of mobilization for battle. Mrs Proctor, they complain, is an outrageous, drunken and aggressive woman. She engages in prostitution, holds wild late-night parties, and fights on her doorstep. She throws rubbish into the courtyard, swears loudly at passers by, and conducts a campaign of intimidation at all hours of the day and night.

Last year she was taken to court for assaulting a neighbour, a quiet sort of chap who had dared to answer her back, and for breaking several of his

windows. She spent several weeks in a mental hospital, but now she's back, louder and more unpleasant than ever.

But if Mrs Proctor and her consorts are bad, Kevin and Michael are even worse. The two children are allowed to run wild. They never go to school, and spend their days and evenings at large around Clearview Estate getting up to no good, and a considerable amount of bad.

The crimes they are accused of are legion. Kevin has been seen setting fire to the pram sheds, smashing windows, stealing milk, and breaking into cars. One day Pam, a gentle Harmony House mother, caught Kevin hammering needles into the children's swing. On another occasion little Michael kept two burly scaffolding men feet up their scaffolding with a large kitchen knife.

Clearview's sleepy Tenants' Association swung into action. A letter was despatched to Brickville Council's social services department. Surely the social workers would take the matter seriously and take the children into care. It was then we discovered that not only did we have to do battle with the Proctors, but we had the welfare agencies to cope with as well.

Back came an arrogant letter from the Deputy Area Group Head of Social Services, who had probably never set foot near Harmony House, telling us in no uncertain terms to mind our own business. "You make serious allegations. Given our frequent contact with Mrs Proctor and her family, we would question some of the allegations." So we were not only suffering, we were liars to boot.

Then a few days ago Michael appeared sporting a huge black eye and five stitches in his face. His brother told the neighbours that "Mum's friend" had hit him. A battered child, now the professional carers would have to take some notice. With the help of a community worker, we wrote to the social services again. The dead words "Non-Accidental Injury" leapt from the paper - enough, we believed, to freeze the blood of any social worker.

The reply came yesterday. "I wish to inform you that a social worker has recently visited the family and saw no evidence of any injuries to Michael." It sounds a familiar story. Is it only a matter of time before we have our very own Baby Tyne or Jasmine Beckford on Clearview Estate?

Mike Durham

FE colleges disappoint YTS firms and trainees

by Diane Spencer

Employers and trainees involved in the Youth Training Scheme are "disappointed" and "disappointed" with further education colleges, according to a report published this week.

The Institute of Manpower Studies has carried out a survey of 12 leading companies providing 4,000 YTS places, and concluded that the general verdict on college performance was "less than flattering".

This disillusionment had already led to companies setting up their own training schemes "in-house", while others had turned to private colleges.

Trainees were dissatisfied because colleges were structured very much like the school system which many of them had rejected.

Company training managers and YTS coordinators were generally disappointed by what they felt to be a lack of commitment on the part of colleges. They felt that YTS was given a low priority and taught by junior, part-time or temporary staff.

Many firms said they were frustrated at not having a more formal input into training provided by colleges. They thought that colleges were unwilling to tailor set courses to the specific requirements of managing agents.

Moreover, all the companies who sent FE colleges complained about the level of the fees compared with the service provided. Many were resentful that the FE sector had a virtual monopoly in providing off-the-job training.

The IMS said the "significant" YTS feature of at least 13 weeks of this training was viewed at its start with some trepidation by many employers.

At the time they had neither the facilities nor the expertise, they looked to their local FE colleges to provide a solution. After all, the colleges had the resources and the staff, experience of running vocational courses and access to the Further Education Unit's vocationally related curriculum.

The Manpower Services Commission was also criticized for providing inadequate guidelines at the start of the scheme which were contradicted later.

Employers found the notion of "transferable skills" enshrined in the scheme impractical. Most trainees joined the scheme with a specific job in mind, so a programme which emphasized general rather than specific training was less attractive.

Most firms thought the YTS certificate was of doubtful value. However, the report concludes that "despite a confused and shaky launch, YTS is shaping up into a creditable scheme".

Company perspectives on the Youth Training Scheme, IMS report No 104, by Stephen Bevan and Rosemary Hunt, IMS, Mantel Building, University of Sussex, Brighton BN1 9RF £7.50 plus 75p postage.

● Creation of three new grades ● £40m pool for lunchtime duties

L.e.a.s ponder salary package

by Mike Durham

A new package for the reform of teachers' pay which would provide for an average salary increase of £330 next year on top of the annual pay rise is to be put to local education authority employers next week.

It will suggest merging some existing salary scales to create a simplified system of three grades for classroom teachers up to senior teacher level, with continued differentials for heads and deputies.

At the same time, local authorities are being advised to set aside up to £40 million to pay teachers or other adults for lunchtime supervision in schools. A letter was sent to L.e.a.s this week urging them to consider adopting a nationally agreed pattern next term.

The pay restructuring package, put together for the employers' side by the Local Authorities Conditions of Ser-

vice Advisory Board (LACSAB), is an attempt to translate Sir Keith Joseph's offer of £1.25 billion over four years into practical terms.

Sir Keith has offered the money to teachers providing agreement on a new salary structure and conditions of service can be reached by October 11. The first instalment of £200 million would then be paid from next April.

But critics of Sir Keith's initiative TUC motions - page 3

have already condemned the offer as too small, and accused the employers of trying to "square the circle" by adapting their own structure proposals to it.

The new package says that to keep within Sir Keith's offer, £137 million could be available to top up teachers' pay next year in return for a structure

agreement. That is about 3.2 per cent of the total salary bill.

It suggests:

- Using £71 million to add new increments to the top of existing salary scales, from April 1986.
- Merging scales 1 and 2, increasing the proportion of teachers on scale 3 (to be renamed "Senior Teacher" grade) and merging scale 4 with the existing Senior Teacher grade (to be called "Principal Teacher" grade) in September 1986, at a cost of £66 million.
- Maintaining differentials for heads and deputies.

In addition, £40 million would be set aside to pay for lunchtime supervision. The remaining £23 million would be spent on "on-costs" including National Insurance and superannuation.

The proposals were being discussed by a study group of chief officers and advisers yesterday and will be put to a Burnham management panel next Friday.

● The Secretary of State for Scotland Mr George Younger, has called on the unions to negotiate on the basis of his offer of an extra 10 per cent over four years in addition to annual rises for inflation, but the Scottish Secondary Teachers' Association is to proceed with strikes in different areas on three days next week, and the biggest union, the Educational Institute of Scotland has called a national strike for September 11.

The local authority managers, who proposed to the government a pay and conditions package more generous than the government's offer, are asking for a meeting with the staff side next week to negotiate on that.

Better links sought with clergy

by Bert Lodge

While most teachers in Church of England-aided schools are welcoming towards local clergy, there is also a strong feeling in the staffroom that when vicars enter schools "they are treading professionally on very thin ice".

In a survey of staff attitudes in the seven Anglican-aided secondary schools in the Oxford diocese, the Rev Dr John Gay comments: "It would seem that much more attention should be given at both initial and in-service clergy training levels to this inter-professional dimension."

Dr Gay, director of the Culham College Institute for research into church-related education, was asked by the diocesan standing conference of church leaders and secondary heads to look into the views of teaching staff in church schools.

The survey found that on a large number of issues - such as whether church-appointed governors did a good job - at least half the teachers felt unable to express any opinion. The survey attributes this partly to lack of first-hand experience or knowledge.

The survey found that 7 out of 10 are against staffing policies which would discriminate in favour of appointing only committed church people.

Fifty-five per cent believe they should be schools for parents who want their children to have a Christian education. But 77 per cent are against an exclusive policy of admitting only children of practising Anglicans.

Between church and chalkface. By Dr John Gay, Culham College Institute, The Marlborough, 60 East St Helen Street, Abingdon, O1 5B.



Flying visits by tutors are a feature of teaching practice everywhere. But, as David Morgan explains on page 16, when your students are in the schools of Kenya's remote Turkana desert region, they are the only form of inspection possible.

Falklands pay rate draws complaints

by Hilary Wilce

The Falkland Islands Government this week defended its moves to recruit teachers at salaries way below the bottom of the Burnham scale.

The administration is recruiting itinerant teachers on one-year contracts to travel between remote farm settlements.

No teaching qualifications or experience are demanded, and the salary scale is £3,624 to £4,608.

The advertisement, in the educational press, has prompted complaints

about three settlements, spending a fortnight living at each. Teachers also have to keep in touch with pupils by radio.

Mr Cameron said the teachers were technically assistant teachers, working under the direct supervision of teachers in the capital, Stanley.

Preference was given to recruiting teachers with qualifications, he said. Last year, all the travelling teachers working in the Falkland Islands had postgraduate certificates in education.

The job involves travelling between

to The TES about the low pay. But Mr Alistair Cameron, the London representative of the Falkland Islands Government, said he had heard no complaints about the salary and had had 130 applicants for the four or five jobs available. Last year 150 people applied for the jobs.

Although the pay was low, the teachers would get a travelling allowance of £32 a month, and this would cover about half their living costs.

The job involves travelling between

people by Nick Baker. Nicholas Tucker on evacuation during the last war (picture); Brian Morton reviews Central Television's *Hooligan*. 18-23

Resources/Media

Tony Gray on conversing with computers; Bob Sheed on the benefits of word processing; Nick Baker on a paperback/audiocassette package for slow readers; Mary Cruickshank reviews a video on rubella. 24-25

NOTICEBOARD

PEOPLE...

The following appointments have been made to schools in LEA:

Mrs Christine Cavanagh, formerly deputy head of Kier Hardie infants school, Newham, to be head of Old Ford infants school, Bow.

Mrs Frances Mervin, formerly teacher in charge of the nursery unit at Scott Wade primary school, Newham, to be head of Hill Gwynn nursery school, Peckham.

Mrs Blazena Richards, formerly a teacher at Athelney primary school, Cardiff, to be head of Elmdale infants school, also in Cardiff.

Mrs Diana Kennedy to be head of Burnwick Park junior school, Camberwell. She was formerly deputy head.

Mr Jeffrey Brumby, acting head at Rotherfield infants school and Hugh Middleton primary school, Islington, to be head of Kingswood primary school, West Norwood.

Mrs Gillian Hart, deputy head of the Shimbles special school, Gloucestershire, to be head of Mough School, Otford, Surrey, for children with specific speech and language disorders on the retirement of Mrs Tanya Lee.

Dr Leslie Allen, reader in experimental physics at the University of Sussex, to be Deputy Rector (Academic Support) at the North East London Polytechnic from January, 1986.

Mr Geoffrey Bourne to be Director of the Open University's personal and cultural education programme.

CONFERENCES...

September 10-13 Operational Research Society annual conference at Dartmouth will include papers on financial research, DES policy on school finance provision, forecasting university and higher education demand, school staffing provision, computers and career counselling and statistics and school closures. Details from Dr Helms, Department of Engineering Education, The University, Birmingham B15 2TT.

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September 2-4 National Forum on Representation of the Minority in the Curriculum, The University, Birmingham B15 2TT.

September 19-21

National Association of Inspection and Educational Advisers' annual conference at Trinity and All Saints College, Leeds. The theme is Partnership and the main speakers are Sir Keith Joseph, Geoffrey Melling and Donald Fisher. Details from Mr J. Heaton or Miss S. Whitley, Advisory Division, Department of Education, Marlborough House, Leeds LS2 6DT.

September 25 Institute of Health Education in Collaboration with the Open University Service unit day conference on School dental health education at the Medical School, Nottingham University. Details and application forms from the Secretary, 14 High Elms Road, Hale Barns, Cheshire. Fee £7.

September 28 Trouble with the Law organized by Eastern Region, College of Propriety and led by John Phipps at the County Centre, Cambridge. Topics include legal responsibilities for supervisors, industrial action, corporal punishment, suspension and exclusion, relations with governing bodies, etc. Details from the Regional Course Secretary, Woodland View, Lower Road, Holme Valley, Thirford, Norfolk IP25 7ES with a stamped addressed envelope if possible.

September 28 National competition for all junior school stamp clubs to be sponsored by the ADPS Stamp Dealers' Society. The first part of the competition is a series of questions on stamps and stamp collecting; the second an essay entitled "Why I like collecting stamps". There are prizes of £180 for the winning school, £50 for the runner up, and £20 and £25 for the best individual entries as well as subscriptions to Gibsons Stamp Monthly and certificates of merit. Details and entry forms from the Secretary, The ADPS Stamp Dealers' Society, 42c Lyle Court, Gosport Road, London E17 7PA. Please state how many entries are required. Closing date October 18, 1985.

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Stamp collecting

PUBLICATIONS...

CPVE The CPVE Bulletin No 6 giving an interim report on pilot schemes is now available free of charge from the DES Publication Department, 14 Frederick Place, Clifton, Bristol BS8 1AS.

The 14-18 Curriculum: Integrating CPVE YTS and YTEP is a discussion document published by the School Curriculum Development Committee which describes the changing framework of 14-18 education and the curriculum response. It also offers guidelines for designing an integrated programme of education and training. It costs £1.95 and is available from the Youth Education Services Publications Department, 14 Frederick Place, Clifton, Bristol BS8 1AS.

Sponsorships 1986, published by the Careers and Occupational Information Centre, gives details of 81 companies and organizations willing to offer sponsorship to anyone entering higher education. It is distributed free to schools, public libraries, careers offices and colleges and copies may be purchased for £1.50 including post and packing from HMSO, Dept CE, 150005, The Pindock, Farnham, Bedfordshire MK43 0JF.

In Place of Confusion is a discussion paper by Paul Black and Geoffrey Harrison examining the place of technology and science in the school curriculum. It is published jointly by the Hufnagel-Chelmsford Curriculum Trust and the National Centre for School Technology at Trent Polytechnic and is available from Trent Polytechnic, College Lane, Hufnagel, Herts AL10 9AA, price £2.

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School library services have passed up opportunities for clarifying the library's role in school, according to the report *School Libraries: the foundations of the curriculum*, from the Library and Information Services Council (LISC) working party. "For 50 years, libraries in this country have been above and apart from educational controversy. While arguments raged about comprehensive reorganization, streaming and other educational issues, the library appeared uncontroversial. There has been only one issue, that of resources. Instead of resolving the question of what libraries are for in schools, librarians and teachers concentrated on asking for more resources without which, they felt, the library could not fulfil its task."

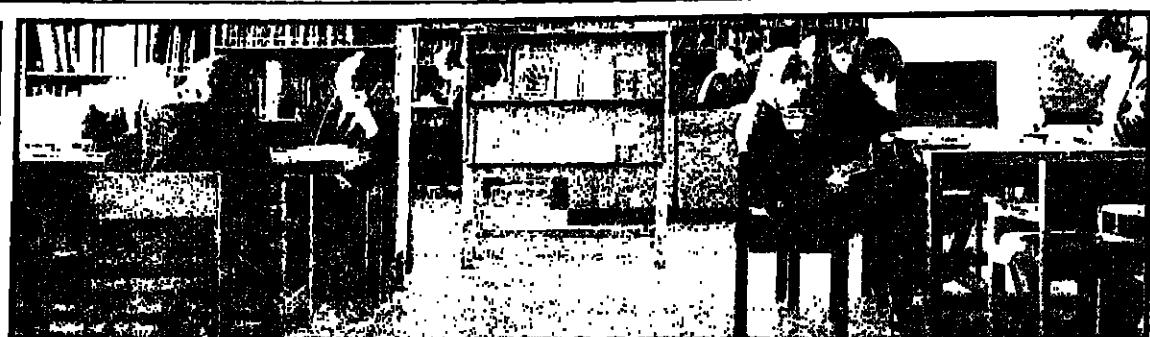
Today, however, there is not a school in the country that can afford to delay any longer addressing itself to recognizing the potential role of its library and librarian within the school curriculum. The impact upon society of the rapid growth of information and developments in information technology must be recognized, curriculum modified, and the library must come out of the cold.

For some time now, educational practitioners, researchers, writers, government reports, and concerned bodies such as the Library Association's School Libraries Group, have canvassed for the school library to be recognized as a vital element of modern day education. Unfortunately, their influence has been limited, and the LISC working party's report provides much supportive evidence of the continued underuse of libraries in many schools.

The National Association of Inspectors and Educational Advisers reported that there was a "lack of understanding by teachers of the purposes of a school library, and ways in which it should be used in the curriculum so that it is still regarded as a peripheral concern". This peripheral nature of the school library is further evidenced by information skills and library use being seen in many schools as additional, and not integral, to the whole school curriculum.

As the Council of Educational Technology advised the working party: "Library work, for many teachers, who believe in it, is an 'add-on' activity, an extension of the classroom work, not an integral part of it. A period in the library is different from the classroom work; it is likely to be used for a special topic, and when that has been completed, the class returns to its 'normal' way of operating." If this is the situation in so many schools, what has happened to make this no longer, if it ever was, satisfactory today?

We live in a world of rapidly changing and growing knowledge, and yet the implications of this "information explosion" are seen by the LISC working party report to have had little impact upon the school curriculum. While knowledge grows, information technology provides us with increasingly practical and readily available possibilities for its collation, storage and retrieval.



Left on the shelf

Helen Pain says that the "information explosion" hastens the day when the school library must have a role in the whole curriculum.

It must be recognized that no longer can we provide all that the pupils need to know for their adult lives, but instead we must prepare them to be independent information seekers and users through the inculcation and development of information skills. Thus, learning to locate and handle information in whatever form it takes must become central to the curriculum, and the role of the school library with its emphasis upon the provision, dissemination and efficient use of information must become recognized as integral to this curriculum development.

The LISC working party report recommends that "every teacher has to be a teacher of information handling skills and library use", and that a whole school policy on information skills should underlie all other aspects of curriculum planning, being integrated into the curriculum policy for all subjects.

For those teachers who argue that examination requirements limit opportunities for "extras" such as tuition in information skills, the LISC working party found many examiners' reports commenting upon the need for science and information-handling syllabuses to be seen as synonymous, and quotes in its report a critique of A level environmental studies: "Above all, the examiners are looking for evidence of a candidate's quality in structuring and pursuing a worthwhile investigation, which is far more likely to emerge from a clearly defined, specific, concisely written topic than from voluminous, ill-focused compendia".

So what are these vital information skills which all pupils should acquire in preparation for their adult lives in a rapidly changing world, where new facts and ideas have to be acquired continually? These have been clearly identified for us in the *Schools Council Bulletin 9*, which demonstrates that all learning assignments follow a very similar pattern of questions which should be asked when seeking and using information.

These questions are:
1 What do I need to do? (the formulae and analysis of need)
2 Where could I go? (identification

- and appraisal of likely sources of information)
- How do I get to the information? (the tracing and location of individual resources)
- Which resources shall I use? (the examination, selection and rejection of individual resources)
- How shall I use the resources? (the interrelation of resources)
- What should I make a record of? (the recording and sorting of information)
- Have I got the information I need? (interpretation, analysis, synthesis and evaluation)
- How should I present it? (presentation and communication)
- What have I achieved? (evaluation)

A copy of this *Bulletin* was sent to every secondary school in Great Britain encouraging the integration of information skills into the curriculum, thereby evidencing the School Council's concern for education to meet the expanding needs of society for information awareness and capability.

Information skills should be taught by subject teachers and chartered librarians working in partnership in the school. Good chartered librarians have much to offer their teacher colleagues, as the LISC report points out. They are familiar with the skills required of today's independent learner faced with multi-media information sources; with the library's role in the personal development of the child through the satisfaction of his information and imaginative needs; with the range of media relevant to all areas of the curriculum, together with aids and criteria for their selection; with reference and inquiry work, including search strategies; with the wide variety of information sources including multi-media and on-line, together with information agencies; with focusing upon the library needs of pupils and teachers; and providing guidance towards the satisfaction of these needs; with how knowledge is organized, including analysis of content, classification, cataloguing, subject indexing and computerized retrieval methods; with the management of the library ensuring its integration into the overall aims of the school through an understanding of these aims, a recognition of the potential role of the library and cooperation with all teaching departments.

With all of this to offer, the incidence of chartered librarians employed in schools must be greater. At present, in approximately 30,000 schools in England and Wales, only 600 chartered librarians are employed, while in Scotland, following the recommendations of the Stimpson Report that all secondary schools of over 600 pupils should employ a chartered librarian, 40 per cent of secondary schools meet this recommendation, lack of funding hampering further expansion. Some local education authorities are recognizing that if their schools are to provide curriculum relevant for today's child, then the expertise of a chartered librarian, together with an integrated school library providing relevant materials and services promoting active learning and the development of information skills, are essential.

New posts in schools for chartered librarians are slowly on the increase (in 1981 there were 560 chartered librarians employed in schools), and an example of the growth was cited in *The TES* of December 7, 1984. It was there reported that Suffolk was stipulating that each school should have a qualified librarian. Tom Cornthwaite, Suffolk's deputy education officer, was quoted as saying "County councillors accepted the argument that if you have people to manage them and make sure they are used to the full, we wanted to make sure school libraries had a life of their own, and could operate as an integral part of the school curriculum." At a time when resources are limited but society's information needs are great, it is essential that teachers encourage their local councillors to follow Suffolk's example.

It is also time for the Department of Education and Science to provide concrete support to the provision of good, relevant curriculum-orientated libraries adequately resourced and staffed by chartered librarians with support staff. There is no statutory

provision for school libraries, unlike in Northern Ireland and most American states, and the DES has provided no official endorsement of recommendations made for school library development by the Library Association or the School Library Association.

The LISC working party report states that there is a "lack of any clear guidelines from the DES on school library provision", and evidence was received which commented on this critically. The result is that the report emphasizes that "there is an urgent need to replace indifference with guidance and leadership at national and local levels. Some local authorities are making strenuous efforts to improve their school libraries and school library services in order to secure the educational benefits we have described. There are disturbing indications that others may, for lack of resources, choose the opposite course unless the Government gives some indication that this would be unwelcome..."

In total, the report makes recommendations to the DES aimed at providing governmental support for school library development and integration into the curriculum. These are followed by a further eleven recommendations to education and library authorities, which conclude "It is urgent to consider the implications of information technology for the information-skills teaching and for the staffing and resourcing of school libraries".

Where chartered librarians are employed already in schools, it must be ensured that they are provided with opportunities to share their expertise with teacher colleagues. Through working in partnership, teachers and librarians can provide planned opportunities for children to use library services and to develop information skills using appropriate material, thereby providing relevant materials and services promoting active learning and the development of information skills, are essential.

Bodies such as the School Libraries Group of the Library Association will continue to advocate the employment of chartered librarians in schools, and to emphasize the role of the school library as essential in all areas of the curriculum; in the promotion of the reading habit; in the development of information skills; in the provision of a professional about resources available both within and outside the school. They will not be alone in this, but without the essential support of the DES, local education authorities and teachers in the schools, it will be a long, slow struggle, and, in the meantime, the towers will be built in our schools, in their loss of educational opportunity going to be on your conscience?

School libraries: the foundations of the curriculum. Report of the Library and Information Services Council's working party on school library services. HMSO, 1984.

Helen Pain is a lecturer in the Department of Library and Information Studies, Loughborough University, and a committee member of the School Libraries Group of the Library Association.

Head refutes race bias allegations

by Sarah Bayliss



Pamela Zaluski... claims campaign against her.

A North London primary school head, whose resignation is sought by a black pressure group, has said she would welcome a local authority inquiry into allegations against her.

Mrs Pamela Zaluski, aged 46, head of Park Lane primary school in Wembley, Great, told *The TES* this week she believed she was the victim of a campaign mounted by a small group of parents and outsiders.

She said she could answer allegations of racial discrimination. "The complaints are unjustified and I would welcome an inquiry into them", added Mrs Zaluski.

The complaints, contained in a 20-signature petition last November to Mr Adrian Parsons, Brent's director of education, now include claims that: black children have been obliged to eat meat and Muslims to eat pork; Parents were not notified of their right to stand as governors; and Some children have been sent unnecessarily to see educational psychologists.

In the original petition, the complaints were of "unmanly" behaviour by the head and of "torture and harassment" of children.

Mrs Zaluski told *The TES* this week that of the 20 signatories, 12 had subsequently written to her saying they did not understand what they were signing and wished to be dissociated from the petition. Six other names were found to be people not directly connected with the school.

Mrs Zaluski added: "That boiled it down to one or two names. I have a letter from the authority saying they have investigated the petition and none of it could be substantiated." She also had a petition supporting her signed by 60 parents.

In December a Mrs Bhat wrote to

Mr Parsons about the treatment of her son, a second year junior. Mrs Zaluski's union, the National Union of Teachers, has said it is considering taking legal action against Mrs Bhat for defamation.

Park Lane school has about 350 children on roll from 100 families and around half are of Asian origin. One third are from Afro-Caribbean families and around 15 per cent are white.

At the beginning of this year the case was taken up by a local pressure group, the Black Collective. A leaflet was produced claiming there was racism at Park Lane. It said: "Black children are being humiliated, harassed, forced into educationally sub-normal schools and made to eat unsuitable foods."

It claimed that over recent years black parents had taken their children away from the school because of the head's attitude. And it called for the sacking of Mrs Zaluski. Mr Tom Bryson, chairman of the school governors and Mr David Sassoon, an assistant education officer for Brent.

Mr John Fernandes, a member of the collective and lecturer at Kilburn Polytechnic, believed undue pressure had been put on parents to retract their signatures from the original petition.

Mr Fernandes - the centre of publicity two years ago when he claimed that police chiefs' essays at Hendon Police College contained racist remarks - said the collective organized two meetings between parents at Park Lane and education officers.

The first was attended by about 40 people but by the second numbers had dwindled to about eight. He cites this as another example of parents being "frightened off".

On March 11 the collective wrote to Mr Parsons saying they wanted written answers to complaints about:

- The absence of suitable vegetarian food and Muslim children having to eat pork;
- Inappropriate punishments such as removing shoes and writing lines;
- The lack of notification to parents about the election of parent governors;
- The non-existence of a parent teacher association;
- A school uniform which required children to wear clothes in one colour rather than four as described in the school handbook;
- The lack of supervision outside the classroom - for example, in playgrounds; and
- Parents' feeling that their children were referred to educational psychologists for reasons "beyond their comprehension".

Mrs Zaluski said she had not been asked to attend the meetings with parents and nor had the specific allegations ever been put to her. "If these were grave concerns surely parents should have come into school to see me rather than organizing petitions outside. The school brochure says I am available at any time and if parents come in I see them there and then."

The *TES* put the allegations to her. Firstly, she said she was not responsible for school meals but was aware that vegetarian pupils were not being adequately fed. She had, therefore, organized a lobby of parents to go to the education committee to request that a school kitchen be built. The committee had agreed last month to do a feasibility study.

She had also got assurances that processed meat, such as sausages, did not contain pork, unsuitable for Muslims.

Children had been made to take their shoes off when there was a playground craze three or four years ago for "kung fu"-style kicking. She did not think that lines were an inappropriate punishment for children.

It was not true that parents had not been properly notified about the parent-governor elections. There had been a PTA at the school but it had not met recently.

Allegations about uniform were untrue. "No head in Brent can direct what children wear in primary schools."

She did not understand the allega-

tions about non-supervision. At play-time teachers did playground duty and during the lunch hour dinner ladies were employed.

There had not been an educational psychologist on the school premises for a year and no child had been sent to a special school for five to six years. Mrs Zaluski pointed out that there had been an HMI report on the school three years ago and it had been "quite good". The report said relationships between teachers and children were good and there was a general atmosphere of "harmony and interest". It had suggested that more work needed to be done within the context of Brent's policy for multicultural education.

Mrs Zaluski said more multicultural books had been bought, celebrations such as the end of Ramadan were observed, welcoming signs had been written in several languages, Asian musical instruments had been bought, Muslim classes for children were being run by a Muslim teacher and the local Imam, and English as a second language classes were held twice a week for parents.

Last month the Black Collective and eight other organizations representing ethnic minorities in Brent wrote to the governing body of Park Lane asking why no steps had been taken to "end the harassment of black children".

Last week Mr Ron Anderson, Labour's education spokesman, said he had copies of the pressure groups' complaints and letters to the director of education. Calling for an inquiry he said that five documents contained serious complaints about the treatment of ethnic minorities at the school.

Mr Parsons and Mr Sassoon were both on leave this week. Mr Bryson was also unavailable for comment.

Split on classroom health risk

by Hilary Wilce

Health and education authorities are at odds over a potential classroom health risk.

Under dispute are nursery and reception classrooms which have toilet areas immediately adjacent to them, separated only by swing doors, a screen, or a partition. Their use has been questioned by some doctors after outbreaks of dysentery in parts of the south of England (*TES* August 16).

The doctors point out that the disease can be spread by tiny droplets of infected water spraying out from the toilets as they are flushed and so contaminating children in the classroom.

In Hull, which had a major outbreak of dysentery last year, Dr James Dunlop, the city environmental health medical officer, has spoken out strongly against this building design and written up his views in the medical press.

Dr Ranjit Bandaranayake, the environmental health officer in Bradford, which also had an extensive outbreak of the illness last year, said that although it was known that dysentery could be spread by the so-called aerosol effect of water droplets, it was impossible to prove that particular types of environment were responsible for the disease spreading.

"We have already pointed out to the education authority the dangers of these kinds of arrangement and I understand they plan to take some steps as soon as possible."

But school design experts have defended the open plan arrangement. They say it allows young children to get to the cloakroom in time, to be under the constant supervision of the class teacher, and to be encouraged to wash their hands after going to the toilet.

The Inner London Education Authority, one of the leading providers of nursery education in the country, insists on this arrangement for all its nursery classes.

"We always have a washroom for nursery children opening off the play area. Remember you are talking about very young children who have no sense of where they are wandering off to."

Miss Margaret Penning, head of the ILEA's building design section, said, "It would be 'judicious' to have to shepherd children out to the toilet just when they were supposed to be learn-

ing to be independent, she said. The open plan system is used widely in nursery classes, and to a lesser extent in reception classes. A spokesman for the Department of Education and Science said this week that no figures were available for the number of those classes in use but children using such facilities were always closely supervised, and the arrangement was intended to teach them personal hygiene."

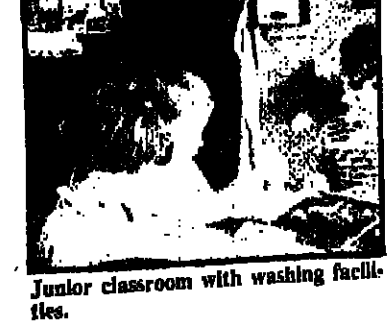
In Bradford, where about 40 per cent of the city's nurseries have the arrangement, Mr Frank Gorman, senior development officer, said: "The health authorities frown on it, but they can see that there are two sides to the issue."

It is widely agreed that poor personal hygiene is the prime reason for the spread of the illness, which causes acute sickness and diarrhoea.

Strict cloakroom cleaning and hand washing regimes are considered to be the main ways of preventing the illness spreading in schools and nurseries, but building improvements can help.

In Bradford, environmental health authorities have suggested wide-ranging improvements to schools, including the construction of lobbies between cloakroom and classroom areas, and improved ventilation and heating.

But architects estimate that the proposed programme could cost £12,000 an additional cleaning officers' time, paper towels and disinfectants.



Junior classroom with washing facilities.

Scottish Education

The Scottish edition of *The Times Educational Supplement* is 20 years old next month. To mark the occasion a special 16-page survey devoted to Scottish education will be published in both *The Times Educational Supplement* and *The Times Educational Supplement Scotland* on August 30.

Among the features will be a reflection by Colin MacLean, TESS's founding editor, on why the separate edition was started. Sir James Munn and Dr Joe Dunning, authors of the reports which led to new secondary courses and examinations, will discuss how the years and the politics since 1977 have treated their pioneering efforts. And Willis Pickard, editor of the TESS, will analyse a failure in the Scottish system.

Make sure of this and every weekly issue of either *The Times Educational Supplement* or *The Times Educational Supplement Scotland* by placing an order with your newsagent.

Stoke Poges staff in row over new headship

by Hilary Wilce

New rifts have emerged at the troubled Buckinghamshire school, four of whose pupils were drowned on a recent school visit to Land's End.

Teachers at the school have been angered by the decision of the education authority to appoint a temporary head from this September, in the place of Mr Alec Askew, the head in charge of the school trip, who resigned four weeks ago.

They have written to Mr Charles Garrett, the chief education officer, saying the post should have gone to Mrs Josie Richardson, the school's deputy head, and also protesting about the way the new appointment was announced. Staff were sent the same circular letter as parents, telling them of the decision.

The man appointed to run the school is Mr John Tyler, who has been undertaking special projects for the

authority, among them writing a guidance manual for heads.

Mr Tyler, who has said he will not be applying for the headship of Stoke Poges Middle School, is expected to be at the school for at least a term. Mr Garrett said it made sense to have someone heading the school who had been outside the tragic events.

Mr Garrett has now written to the five teachers who signed the letter of protest saying he recognized their disappointment at the way they were told about the appointment.

Mr James Ireland, chairman of the school governors, welcomed Mr Tyler's appointment. He said he had been pressing for additional help at the top of the school ever since the tragedy and before Mr Askew announced his retirement. "It was fairly obvious he would have to give his time and attention to these other matters," he said.

Mr Ireland said he hoped there would be a settled staff to the school term. But some parents had said they would not send their children back unless Mr Askew resigned, he said. And others had said they would not send them if Mr Robin Harrington, a staff member who was also on the fatal trip, was also still there. About a dozen children were involved in all, Mr Ireland said.

Meanwhile, parents of the four schoolboys who were swept to their deaths on the school trip have reacted angrily to the county council's decision to hold an inquiry into the tragedy in private.

Informal parents say they were not informed about the inquiry, which is due to start on September 5. Mrs Judy Hurst, whose 10-year-old son Nicholas died, has written to Mrs Margaret Thatcher, and to her MP, Mr Tim Smith, asking for a public inquiry.

ILEA focuses on black teachers' promotion

by Geraldine Hackett

Plans to monitor promotion of black teachers in inner-London schools are to be put to the Inner London Education Authority this year.

The scheme is one of 30 recommendations in a report prepared by an ILEA working party set up to look at how falling rolls affect teachers' careers.

The teachers' unions were concerned that a higher proportion of black teachers were being designated to move school.

The ILEA will not start recording the ethnic origins of its teachers until next year, which hampered the working party's ability to draw an accurate picture of the current position.

The recommendations include: black representatives on interviewing panels and the right of black teachers to be interviewed for posts at their level and on the next rung up the

promotion ladder.

Mr Steve Bundred, chairman of ILEA's finance committee, said: "The report stems from the concern expressed that the criteria used to select teachers to be moved had a disproportionate effect on black teachers. One of the criteria was length of service."

The report says there is "an undervaluing of the skills and qualities that black teachers can contribute to a multicultural and anti-racist curriculum".

It challenges the idea that teachers are appointed in a neutral way and suggests that criteria like speech and handwriting can be applied subjectively and in a way that handicaps black people.

The working party, chaired by Mr Gerry Davis, an ILEA inspector, had evidence from the teachers' unions and the Commission for Racial Equality.

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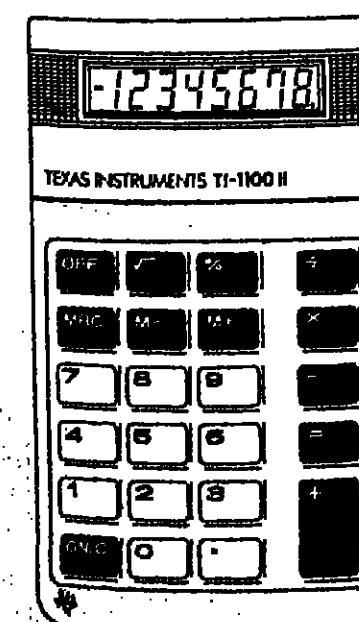
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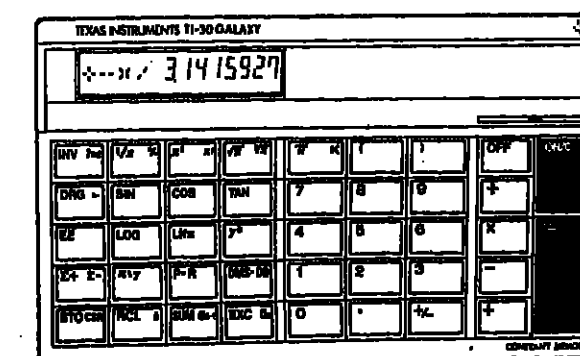
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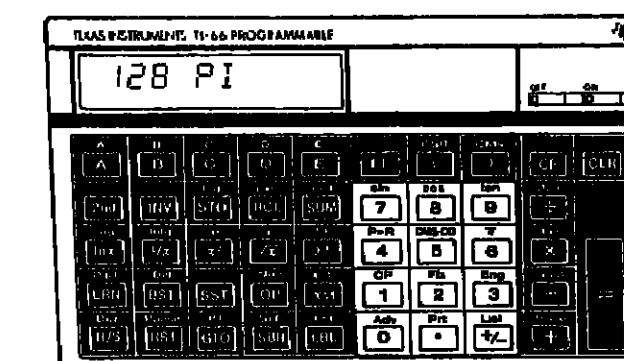
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Bradford adopts fresh approach to integration

by Susannah Kirkman

Bradford is to pioneer a new programme to integrate children with special educational needs into mainstream education.

The two-year project, to be launched at Easter, will create a team of teachers, psychologists and social workers who will support children with special needs in mainstream schools. They will draw up individual programmes for the pupils and will offer back-up to the teachers and schools concerned.

The team, who will include remedial teachers and staff from special schools, will also put on in-service training courses for teachers in mainstream schools. As numbers in special schools fall, staff will be freed to improve links between schools and parents, and between special and mainstream schools.



Individual programmes will be drawn up for special needs pupils in mainstream schools.

The project will involve more than 60 nursery, primary and secondary schools, as well as colleges and special schools.

Upper schools are to appoint a senior member of staff responsible for special educational needs who will develop an appropriate curriculum, as well as organize the work of particular pupils. First and middle schools are also to make more seats available for special needs teachers.

And the number of peripatetic teachers for visually-handicapped and hearing-impaired children will be increased.

Another significant change is Bradford's decision to accept responsibility for the education of all 16 to 19-year-olds with special educational needs, whether they are still at school, attending an FE college or training at a social education centre.

Legally, i.e.s are not obliged to offer handicapped young people the choice between school or college; the 1981 Act gives authorities the responsibility of maintaining statements on youngsters with special needs until they are 19, but this only applies to those who are still at school.

Nevertheless, Bradford is to set up a study group to coordinate provision across a range of different colleges, centres, and schools. Bradford schools and colleges have already been linked through "consortia" which plan a cohesive curriculum for all pupils aged 13 and over.



The loss of a school can be like a death in the community.

The painless ways to slim...

Geraldine Hackett on an OECD report which considers the best use of surplus school space when pupil numbers fall.

The United Kingdom is not alone in having a stock of school buildings that is no longer needed. Falling rolls are creating the same problem in Australia, Canada, France, West Germany, New Zealand, Sweden and the United States.

The problem of what to do with surplus schools is being studied by the building secretariat of the Organization for Economic Co-operation and Development. The difficulty for the planners is that the school population is forecast to rise again in some of the countries, suggesting that temporary uses should be found for schools.

A report from the OECD, based on six case studies, three of them in the UK, suggests there is potential for both improving working conditions in schools and using the spare space to add to local amenities.

Education authorities often adopt the "transfer principle" when faced with falling rolls, the report says. In other words, pupils are moved from one school in an area to another, so that instead of two half-empty schools there is one full school.

particularly in socially deprived areas. ILEA responded in a variety of ways: using schools as teachers' centres, learning materials' centres, adult education centres, nursery schools and community workshops, and handing properties over to church schools. As more school buildings become available ILEA intends to sell them to attract small businesses to city centre areas.

One of the first authorities to meet the problem of surplus buildings was Coventry. It has moved a number of primary schools into secondary schools buildings left spare when new comprehensive schools were opened. Schools have also been used for community education centres, teachers' centres, and nursery schools.

In Wales, the opportunity provided by a declining population has been used to convert schools into outdoor pursuits centres. Some 300 schools have been transformed into outdoor centres.

The report is available from the Director of Information, OECD, 2, rue Andre-Pascal, 75775 Paris CEDEX 16, France.

Patrick Nuttgens has been forced by ill health to step down as Leeds Polytechnic director. Bert Lodge looks at the past, present and future of a man of many talents

Ever the super-optimist



Patrick Nuttgens... more books

Dr Patrick Nuttgens, champion of polytechnics, scourge of elitists, frequent lecturer, author, TV presenter, regular columnist, landscape visionary and architect and town planner, is retiring at 55 on health grounds after 15 years as director of Leeds Polytechnic.

With the same cheerful lack of reserve which has guaranteed 45 stimulating minutes every time he has made his halting but energetic way to a podium over the past 25 years, he told The TES this week: "I had polio in my teens but recovered. You could hardly tell I had a splint on my back and half of one on my leg. Then about five years ago things started to go wrong. Two years ago they decided it was multiple sclerosis. At the moment I can't walk, I'm in a wheelchair."

"I think the poly needs a director who is more mobile. It's fairly obvious that over the next five years higher education will go through a massive reorganization. At least the director ought to be able to get to meetings."

Admirers and critics alike will not be the least surprised to learn Patrick Nuttgens is already working on a television series on "the world from a wheelchair". He reckons he might be able to manage to present it if the director is as talented as the one he worked with on his recent BBC2 series, *The Flight from Utopia*, a look at post-war architecture.

"He was marvellous. He managed to pop me up against a wall a lot of the time without it being too obvious."

He began in architecture in Edinburgh, with a diploma from the College of Art and an MA with first class honours at the university in 1954. A doctorate followed in 1959.

After a spell lecturing in the same university he went to York where he was director of the Institute of Advanced Architectural Studies.

He was made professor in 1968.

But shortly afterwards came the chance of a job in the newly developing field which excited him - polytechnics. Leeds Polytechnic was opened the following year with Patrick Nuttgens as its first director.

He quickly nailed his colours to the mast. He wanted the barriers between universities and public sector higher education torn down and the divide closed - a single system of comprehensive higher education.

He had trailed his coat of similar colour once or twice while still at York where Eric James, once High Master of Manchester Grammar School and later Lord James (of the 1972 teacher training inquiry), was vice-chancellor. They faced each other across a sea of

difference but always remained friends. Lord James saw universities as places where academic excellence was pursued by the excellent. Nuttgens wanted to turn them into techs, it seemed.

This he denies. "People seem to think I go around attacking the universities. I don't. I just want them to do their job better." Throughout the seventies he repeatedly called for them to release the stronghold they held, through examinations, on school curricula.

Nuttgens and Alex Smith, director of Manchester Polytechnic, were the loudest voices in this period to demand that the country's schoolchildren be encouraged to "design and make something".

But while universities were not interested in training for jobs or developing constructional skills (but rather in "learning" grouped into subjects and disciplines) school curricula had to follow a similar pattern.

Lamenting the much-heralded Green Paper, *Education in schools*, the *magnum opus* of Mrs Shirley Williams's tenure as Education Secretary, Nuttgens remarked: "Again, supporting the document is the substratum of conventionally accepted values. The gifted will go on to academic studies; the less gifted should turn their attention to careers and the world of work. There is no hint that it might be good for the gifted to enter the world of work at the sharp end, to make things, to invent as well as to wonder."

Nuttgens always insists that though his studies were in the history of architecture his background is that of art and craft.

He is immensely proud that last year Leeds had probably the best record among the country's polytechnics for

students leaving and getting jobs - about 96 per cent had succeeded by Christmas. "I think we are on the verge of a success story here. While numbers in the age group are going down, applications for admission to Leeds Polytechnic are up. We're geared to the world of work, of action."

Nuttgens will stay at Leeds Polytechnic until a successor is appointed, probably by Easter. Then he will get on with completing two books - one on modern architecture and the other on education.

"I shall be writing like mad in the next year or two. I've got this cottage in York" - up to a year or two ago he lived in Wetherby midway between York and Leeds and the mean-spirited used to say it was because he wanted to be ready in case he got the chance of a backward spring in York, perhaps as vice-chancellor.

"I've got senior common room rights so that means I can use the university library. I've even written the first 300 words of a novel. You know, the one that every academic thinks he can write."

But plucked from the world of education it is more than likely that it will be his passion for urban studies and conservation that will reclaim Patrick Nuttgens.

He concluded his recent TV series on post-war building developments with the observation that if we could combine the idealism of those years with the technology that enables us to control the environment, plus the new emphasis on the human and the personal, "we might discover the right architecture to carry us into the 21st century. It is already beginning to emerge."

There he is again, the optimist. Another success story he is convinced he's detected.

IN BRIEF

Exam line

The agency which annually helps young people revise or finalize their plans in the light of this month's examination results opened its doors this week. The Advanced Further Education Information Service, with over 800 advisers mostly in local careers offices, operates throughout August and September. The advisers have up-to-date information on all aspects of higher education. Names, addresses and telephone numbers can be obtained from careers offices, education offices, public libraries or from the DES.

Student plight

Some Oxford University students are receiving as little as 30 pence a week supplementary benefit. It was claimed today. The Oxford University Students' Union said students who received a parental contribution to their grant in the form of a covenant were being hit by DHSS rules harsher than anywhere else in the country.

Cash pledge

Northern Ireland's education department is to spend £175,000 this year on improving services for unemployed adults, Mr Nicholas Scott, the minister responsible for education in the province, announced last week. Most of the money will be paid to the education and library boards for additional teaching posts, but some will go to the Workers Educational Association for a project geared to the needs of adult unemployed.

Lyndon Jones

The photograph used with the news story about Mr Lyndon Jones, principal of South West London College, in the issue of 9 August, was in fact of Mr J D Lyn Jones, director of education for Hillingdon. We apologize for the error.

Students bearing costs of part-time building courses

Local authorities and public corporations are more willing than companies to provide paid time-off for employees to take advanced part-time courses in construction, civil engineering and surveying.

An HMI study of such courses carried out in 13 colleges over two terms in 1984 found that some students had to sacrifice pay or holiday time to attend outside working hours.

Many students employed by companies received minimal support with fees, travel and book costs, whereas public sector employers almost always provided full assistance with fees and gave generous support with travel costs.

"Quite often, senior students on professional courses experience considerable difficulty in obtaining full day release from employment," says the HMI report of the survey.

Almost half the 33,000 students on advanced courses in construction in 1983-84 were studying part-time. Courses varied in length from a minimum of two years for the HNC to six

years for degrees. Courses are well-subscribed, particularly in surveying. In one college, there were 470 students on a part-time degree course, with a two-year waiting list for entry.

The standard of teaching on courses is described by the inspectors as "generally sound, but uninspiring" and students were not presented with enough challenge.

Many professional courses were dominated by examination coaching and at times teachers did little more than provide detailed work solutions to past examination questions.

On HNC courses lecturing was the dominant form of teaching, with a heavy reliance on hand-outs. In some subjects, there was little opportunity for discussion, independent study, practical work or computer applications.

Most of the students were men. Women accounted for between 5 and 10 per cent of all students. The highest proportions of women were on the professional housing (45 per cent) and surveying courses (17 per cent).

Of the students surveyed, only 4 per cent were unemployed. Specialist courses in architecture and surveying had no unemployed students, but the average for the civil engineering courses was 16 per cent, reflecting problems in that part of the construction industry.

HNC courses in building and engineering are comparatively numerous and accessible: three-quarters of the students attending travelled less than 20 miles. But some professional and degree courses are available in very few centres and many students travel more than 30 miles to college.

In the HNC building and civil engineering courses, between 75 per cent and 85 per cent of students obtained an award in the minimum period. In degree courses, rates varied according to subject: surveying 95 per cent; planning 65 per cent and building engineering services 60 per cent.

Success rates in professional courses are estimated to be 85 per cent in architecture and 60 per cent in building and surveying.

Inadequacy of careers lessons highlighted

by Carmel McQuaid

Interviews with 72 sixth-formers in Northern Ireland about how their curriculum contributed to working life suggest a need for a broader guidance structure based in the community and involving teachers, parents and neighbours.

The responses, obtained in the first year of the Transition from Education to Adult and Working Life (TRAWL) project, conducted by the Northern Ireland Council for Educational Development, pinpoint the inadequacy of a careers lesson which focuses on job-finding and retention.

Pupils were seen to know little about post-16 education and training schemes, self-employment and welfare rights. The opportunity to establish relationships with adults in various social contexts was seen to have a crucial role in helping them learn.

Strong criticism of schools was rare, and the school-leavers gave credit to their schools for promoting qualities and skills which they saw as useful in the job market.

But they said they could have benefited from more instruction on health education, on how society works, preparation for family life and parenthood, money management and political understanding.

Asked which personal skills and qualities were needed to cope with working life, they rated responsibility and trustworthiness, but suggested their schools could provide a better opportunity to develop these qualities.

Written communication was seen as important but they felt their capacity for form-filling and writing reports was poor. In spite of the emphasis placed by employers on teamwork skills and the ability to work unsupervised, the

pupils did not regard such skills as particularly important for adult and working life and they gave themselves low ratings in these capacities.

While they appear to take more seriously guidance from those with whom they had a close and sustained relationship, expertise alone made little impact. Teachers were the most frequently mentioned source of information and guidance but parents were the most influential.

Out-of-school activities such as youth clubs, sport, leisure pursuits and part-time jobs were seen as being of immense benefit.

The crucial role of out-of-hours activities proved to be at variance with the yardstick used by teachers to predict post-school adjustment. Some 75 per cent of those identified by teachers as likely to adjust badly, proved to have regular part-time work, compared with 12 per cent of those judged to make a good adjustment.

Mr Jack Eaton, the project research officer, says: "It was evident that in assessing a pupil's capacity to cope with post-school life, teachers were most influenced by pupil attainment. It might be that pupils who undertake such regular work are also more likely to be persistently absent, unpunctual or to 'forget homework'."

● To cater for new demands on teachers' time caused by shifts in government policy, Northern Ireland needs urgently 2,095 extra teachers, the DES has been told.

In a report, the Advisory Committee on Teacher Education reminds the Government that no new policies are being advocated, its recommendations merely draw attention to the means adequate for the task to which the Government is already committed.

ITV

FOR SCHOOLS AND COLLEGES

ALCOHOL, SEX, ANOREXIA, BULLYING, GLUE-SNIFFING AND DEATH. SHOULDNT THERE BE MORE OF IT IN THE CLASSROOM?

It's not always easy broaching such topics with a class full of teenagers.

Some, too, would argue that it's not strictly part of the teacher's lot.

But the plain fact is, for teenagers starting out in the modern world, anytime, anywhere is a good time and place if it provokes frank discussion of these and other important issues.

Like unemployment, drugs, racism, truancy and violence.

All these themes are explored in 'Starting Out', a new series of hard-hitting filmed dramas to be screened next Easter Term on ITV for schools and colleges.

Films in which the teenagers talk, behave and misbehave like real teenagers do. Films which will strike home with the teenagers in your class.

Made by Central Television for the ITV network, 'Starting Out' is a great starting point for lively debate amongst 14-17 year olds.

A special preview programme, 'As Good As You Get', is being aired at 11.30 pm on Tuesday 27th August, and again on Sunday 15th September. (see your local TV Times for details of transmission time).

It tells the story of a disturbed and unhappy teenage girl's fight for acceptability at the local youth club. And it will be followed by interviews with both the series adviser and writer.

'Starting Out', we believe, should be on the timetable in every school next year. See what you think, by watching it this week.

STARTING OUT

Information technology HND launched

The Business and Technician Education Council is launching two courses in information and business information technology leading to Higher National Diplomas.

The courses are intended to fill gaps in the provision of technician level courses identified by BTEC in discussions with the Department of Trade and Industry, the Engineering Council, the National Computer Centre, International Computers Ltd, the Manpower

Services Commission and colleges and polytechnics.

A report from the Information Technology Skills Shortages committee also focused on the need for more technicians with particular information technology skills.

The courses will be run on a pilot basis from September in 11 polytechnics and colleges.

The BTEC HND in Information

technology aims to produce technicians able to analyze, design and implement information technology systems. The HND in business information technology aims to provide the skills to promote, facilitate and integrate information technology-based systems.

In October last year, BTEC took over all the former courses approved by the Business Education Council and the Technician Education Council.

A cut above

Betty Tadman at the ILEA's gala fashion show

"I'm late, I'm late," must be the nervous mutterings of sundry white rabbits as they scuttle along the labyrinthine corridors of County Hall. But that would be an ordinary day; one day recently they were in Wonderland as rooms were transformed for feasting, fashion, and exhibitions.

The occasion was the first of a proposed series of galas to celebrate the degree or higher diploma work in fashion and textiles of students from Camberwell School of Arts and Crafts, Central School of Art and Design, Chelsea School of Art, the London College of Fashion, and St Martin's School of Art. These five colleges are part of the merger of seven art schools and specialized colleges which on January 1, 1986 will form the London Institute.

The ILEA - inspired merger was thus launched in appropriately lavish style. Wine was provided in abundance, food was plentiful and delicious. In mellow mood the visiting throng viewed fashion drawings and textiles whose impeccably high standards bore witness to the quality of teaching and the sophistication of equipment which has existed for so long in Britain's art colleges. Mrs Frances Morrell, the ILEA leader, whose brainchild the fashion show was, gave an enthusiastic speech, the music throbbed, lights were dimmed or focused, and the show began.

Perhaps naming names is unfair but certain collections demanded and got enthusiastic applause. From St Martin's: Catherine Akhurst's winter princesses; John Fleet's brigands and dandies; Fiona McFeely's elegant knits and beautiful complications of cut; Deborah Morris's stunning Carmen Miranda ladies in her own printed fabrics; and Norma Greenaway's extraordinarily successful printed knitwear inspired by cave paintings, were all memorable. From the London College of Fashion: Jane Hancock, winner of LCF Vivella competition 1984, used Vivella prints and checks mixed with colourful suede jackets. Deborah Dorn's carefree winter wear in textured pink plum and lilac; Adele Sutherland's cerise and black executive clothes for women; Linda Ng's high priestesses in top fashion casuals; Androula Tournazou's unusual but wearable menswear; and Murray Kirkham's winter clothes inspired by French Revolution naval uniforms.

A superb event: the ILEA must be congratulated for its decision to sponsor the work of these talented and eminently employable graduates. The irony is that we train them as no other country can, yet each generation of graduates has to look abroad to Italy, Japan, or the States, for work. Publicity of this kind should help to wake up our own captains of industry.



Special pay rise call defies policy

IRISH REPUBLIC

A special 10 per cent pay rise has been recommended for the Irish Republic's 40,000 primary and secondary school teachers.

The recommendation has been made by the arbitrator for the public services, Mr Hugh Geoghegan. It follows a claim lodged by the teachers' unions who said that their members' pay had been slipping in comparison with other public service groups since 1980.

The award, however, poses an acute dilemma for the Government which has ruled out any special increases until 1987 at the earliest.

The arbitrator recommended a 5 per cent rise from September and a further 5 per cent from next March.

Teachers' basic pay starts at IR £1,160 (£6,800) and rises to IR £15,427 (£12,850). Allowances are also paid for degrees and other qualifications and for promotion posts. For instance, an honours primary degree attracts an extra IR £1,295 (£1,080) a year.

The arbitrator said that the state of the economy and the need to control public finances was related to the claim and his findings took full regard of the economic circumstances, but they could not be used as an excuse for paying teachers less than other public service groups.

The last big pay hike for teachers - above normal public service annual increases - was in 1980.

There are fears that the unions may take industrial action if the Government refuses to pay the latest awards.

John Walsh

Studies afloat

Being Correspondence University of Humanities has opened China's first floating college on one of the Chinese Navy's guided missile destroyers at the port of Dalian in north east China.

Already, 182 students have been enrolled on two-year courses to train soon-to-be demobilised military personnel in occupational skills for civilian life.

This year, East Germany celebrates the 20th anniversary of the Education Act.

With the country's first Education Act, passed in 1946, the SED, the ruling Marxist-Leninist party, set out to democratize education in the Soviet zone by means of comprehensive schooling for 7 to 14-year-olds, followed either by vocational training or four years at a high school (Oberschule) for the more gifted.

Revolutionary though this first piece of legislation was (it removed religion from the timetable as part of the separation of church and state) its provisions actually derived as much from educational debates in the Weimar Republic as from Soviet influence.

Thirteen years later, having survived an internal uprising, an exodus of professional classes to West Germany, opposition from numerous shades of dissident opinion and revolution within its own ranks during the stormy 1950s, the SED launched its second Education Act during the period of relative clear water in 1959.

The school-leaving age was to be raised to 16 after the introduction of a new ten-year Oberschule for all pupils, the more able going on to extended high schools (Erweiterte Oberschulen) or even to their own sixth form colleges.

The two extra years of schooling were intended to further the specifically socialist development of East German society, by creating the best educated populace in German history.

The chief innovation of this Act, however, was the adoption of the "polytechnic" principle of education which systematically linked the teaching and learning process with industrial and agricultural production.

The schools were to enter a "new world" the real world of everyday work. For one day a week, older pupils would labour alongside adults. In turn,

British Council chief rounds on critics

SOUTH AFRICA

Anti-apartheid groups demand aid switch. Stuart Little reports.

Anti-apartheid critics of the British Council's training and education policy in South Africa have been attacked by the council's deputy director-general, Mr Roddy Cavaliero.

Civil Service unions and the Anti-Apartheid Movement have called for the council to withdraw completely from South Africa.

They argue that the council should instead help South African refugees and support the African National Congress education schemes.

Mr Cavaliero condemns "the degree of ignorance about South Africa among articulate and liberal whites in Europe" in a strongly worded policy review report, written after he inspected the council's South African operation in the spring.

He believes they could act as a bridgehead between the white government and the black population as a whole in any moves towards a reform of apartheid.

He says that black educationalists he met during the inspection tour were dismayed by the idea of an educational boycott.

But most of the country's black leaders, he says, support the imposition of economic sanctions - a view which contrasts with that of the council's paymasters, the Foreign Office, which says that blacks are opposed to, or divided over, the use of sanctions.

The report was circulated to the council's staff in London and polemical extracts from it published in the council's staff magazine.

Mr Cavaliero's recommendations include: a budget increase of £20,000, a reorientation of the council's operations aimed at boosting English language teaching at the expense of general education and social science activities.

The council already manages projects and operations budgeted at £1.5 million for 1984-85, the cash coming mainly from the Foreign Office and the Overseas Development Administration.

Most council activity in the country is aimed at "improving standards in

black and coloured education systems", supported by awards for study in Britain, according to the British Council.

With three full-time and 10 locally engaged staff, the council's activities in South Africa concentrate on providing training awards, sponsoring visits by South African students to Britain, and English language teaching.

Policy inspections of council activities in various countries take place at regular intervals. Senior management representatives visit the country concerned, assess the situation and recommend changes to existing policy.

Council officials have noted principally that Mr Cavaliero's report is unusual in its political frankness and in the pains to which he goes to justify the council's presence in the country.

But trade unions at the council's London headquarters and the AAM are angry at the definition in Mr Cavaliero's report of who programmes should be aimed at and for what reasons.

In a lengthy analysis of political developments and the forces behind them which Mr Mike Terry, the AAM executive secretary, condemns as "basically flawed and riddled with factual inaccuracies" Mr Cavaliero identifies and charts the political progress of an emerging layer of black intellectuals and community leaders who are not hostile to the West.

He believes they could act as a bridgehead between the white government and the black population as a whole in any moves towards a reform of apartheid.

"The South African government appears to have relinquished cultural and educational programmes to non-governmental organizations. But this abdication is remarkably permissive, as if the government, crippled by its electorally imposed bonds, is content to allow official foreign agencies to provide the programmes to develop black leadership in the country."

"For the South African government is going to have to talk to someone and it is better that that someone has received his training and experience in a friendly rather than hostile country."

Two options for the country emerge from Mr Cavaliero's report: either a rapid evolutionary change or revolution which seems to most disturbed visitors to South Africa inevitable has been promised for 40 years now and seems if



Two options for South Africa: evolution or bloody revolution

anything further away than ever. The South African state is stronger than ever, eternally vigilant and ruthless. Yet it is not monolithic. The report was written before the recent rapid escalation of violence in the country.

Mr Terry says that what underlies Mr Cavaliero's report is the same "schematic understanding of political development" evident in the last policy inspection report in 1979 by the late Mr Peter Tahourdin, the then deputy director general, but Mr Cavaliero departs significantly from that analysis by arguing that the council should steer clear of dealing with liberal South African whites.

"When one sees the white residential areas, it is not easy to see how recidivist human nature... is going to surrender space to make way for more clamant communities."

Yet somehow this is what they (the whites) have got to do, either in enlightened self-interest or as a result of inexorable pressure. Many members of this community know this very well, but within the South African consciousness there is no formula for change."

The AAM and trade union position, beyond reiterating calls for a total

council withdrawal from South Africa in line with ANC policy on a total economic and cultural boycott, is that the report simply does not understand the significance of recent events there.

"Cavaliero is profoundly ignorant of what is happening in South Africa," says Mr Terry. "The council is providing education for a group of people. Botha will have to collaborate with to maintain apartheid. It is helping to create stooges, people who will give credibility to a modernized form of apartheid. That is why the council is so reliant on people working in the Ben-tustan homelands."

"The recent events in South Africa show precisely that blacks are no longer prepared to tolerate collaboration on this scale."

The British Council should have the courage to defy the Foreign Office which has no official contact with the ANC and the United Democratic Front and promote and give educational aid to refugees and educational schemes organized by them," said Mr Terry.

But the council says that this is impossible. It would have its funding cut off were it ever to operate outside of British government policy.

Third Act lowers the curtain

EAST GERMANY

John Page examines the goals of the Marxist-Leninists

the curriculum as a whole would reflect the problems and issues of socialist production.

The third Act, which still remains in force, followed swiftly in 1965. Its intention was to create an integrated framework which brought together every type of educational institution, from creches and kindergartens, through the high schools and the whole apparatus of vocational training to the universities and colleges.

Looking back over the 20 years of the workings of the 1965 Act, several features stand out. The need to make socialism work against a background of a "scientific and technological revolution" which has given goods from the West a decided edge in world markets has entailed a rapid revision of the purely egalitarian aims of the 1959 Act.

Increasingly, the state has applied the same principles of identifying and fostering individual talent from an early age, which has brought such spectacular sporting successes in the world's stadiums, to the academic sphere.

Beginning with a handful of special schools in the early 1960s which catered for an élite which had displayed exceptional ability such as mathematics, foreign languages and music, the differentiated approach, where teaching is geared to a range of pupils' abilities while maintaining the common timetable, has become normal practice in the Oberschulen.

While there is no settling or streamlining on the scale we are used to in British schools, differenzierung has brought with it a variety of special classes in the high schools and extra-curricular forms of additional tuition for academically promising pupils.

Similarly, the after-school centres (Schulhort), which are attended by some 80 per cent of the 6 to 10-year-olds, include the raising of academic standards among the learning needs of individual pupils has spread down the ability range. At the same time, considerable progress has been made in overcoming the relative backwardness of rural schools, chiefly by bussing pupils to zentralschulen which serve whole areas.



Young Pioneers in a salvage campaign raised money for East Germany's solidarity account - funds from which have helped to equip 11 polytechnics in Vietnam.

Having achieved with the 1959 and 1965 Acts the structure of education that it sought, the SED has increasingly turned its attention to what actually takes place in the classrooms.

The perfecting of a social system which will make communism possible, it is held, depends on the schools' ability to produce generation after generation of all-round "socialist personalities", new men and women whose morality and attitudes to work are superior to those of their counterparts under capitalism.

To this end, ideology in the form of straightforward SED propaganda and agitation has continued to intensify its position within the life of the schools.

The introduction in the late 1970s of a measure of paramilitary training for all 15 to 16-year-olds, the only new subject to be introduced since 1955 and the least happy from a Western perspective, should be seen in this context.

To the outside observer, the amount of Marxist-Leninist thought in the curriculum, the energetic activities of the party's reserve, the Free German Youth (FDJ) and the Pioneer Orga-

nizations, within the schools and the time devoted to preparation for the Jugendweihe ceremony at which the young dedicate themselves to life in a socialist society, appear excessive to the point of being counterproductive. It is difficult to see how syllabuses for subjects which are also required to back up polytechnical, paramilitary and other elements in the curriculum can be sufficiently rigorous to enable the GDR to catch up with West Germany, let alone overtake it.

Against this, East German educationists argue that the commitment they seek would not be possible without the unremitting indoctrination.

As it is, they say the very proximity of West Germany and the impact of its TV channels makes pupils' homes, already potential refuges from life in socialist society, to an even greater extent the source of an alternative life-style.

They would also no doubt point to the wholesale revisions of subject syllabuses taking place at the present time, the extra demands these impose, the new profiles for polytechnical education and training which include information technology and the greater emphasis on originality and creativity.

If we judge East German education by the SED's own criteria, it stands or falls by its effect on the economy. In terms of productivity, gross domestic product and the standard of living of its people, the GDR is a clear leader among the Comecon states. Nevertheless, its debts to the West and the Soviet Union remain massive and dependence upon western technology grows year by year.

Not until this situation is remedied is it conceivable that a major new stage along the road to Communism will be identified. In the foreseeable future, a fourth Education Act is equally improbable.

Bill Norris reports on the teacher shortage in the United States and increased use of micros

Union is tepid over warm bodies

The great American teacher famine, long forecast, is about to become a reality. As summer holidays near their end many school administrators are running themselves ragged, trying to find enough teachers to stand in front of the nation's blackboards.

The shortage is being most keenly felt at the elementary end of the scale. That is where the offspring of those born during the post-war baby boom are now showing up. At the same time, retirements from the profession and the decreasing number of graduates from teacher training colleges have combined to eliminate the teacher glut of the 1970s and early 1980s. The result is a widening gap between supply and demand.

Women and the minorities, for whom teaching was traditionally the only way to enter a profession, now find themselves with opportunities to enter business, law and finance - all of which pay much better. And there is also a demographic problem, with rapidly growing populations in the Sun Belt states of Florida, Texas and California.

Add to all this the fact that nearly half of the younger teachers quit the profession within the first five to seven years, and the dire forecasts of a million teacher shortage by the year 1990 begin to look fairly realistic.

It is a classic case of free enterprise. The teachers, vociferously led by the National Education Association, are claiming that the only way to close the gap is to pay them more money. They point to the falling number of college freshmen who want to take up teaching - 5 per cent at the last count - and the fact that only 146,000 teachers graduated last spring. This is less than half the output in 1972, and 12,000 fewer than the number needed to fill current vacancies.

The NEA is demanding that the starting salary for teachers should be raised to \$24,000 (£17,266) a year, roughly double the present level and equivalent to the average salary now paid at the top end of the scale. The

"Disadvantage" is a word hardly appropriate in its material sense to describe children of British expatriates living abroad.

Yet, in a social context, these children, many of whom are moving not only school but also country every few years, have to cope with problems in addition to those encountered at any time by all school children.

Diplomats' children used to be those largely on the move. Now their ranks have been swelled in recent years by children of fathers working for large international conglomerates.

The British schools scattered throughout the world have been instrumental in shaping the academic destinies of these children for many years. The largest of these is the British School of the Netherlands, an independent school with over 1,000 pupils.

The school is currently celebrating its golden jubilee with a flurry of true-Brit activities including a jubilee speech day, gala ball, thanksgiving service and garden party, to be attended by the Duchess of Gloucester, and the unearthing of much hitherto unknown historical data on the school for the jubilee edition of the school magazine.

The latter was no easy task. The first 39 years of the school were officially unrecorded until recently, and the school was constantly shifting premises with all its attendant clear-outs. Transient pupils and teachers have strewn memories and photographs around the globe.

What is known is that a Gwen Jones began an English school in The Hague in 1935 under the patronage of the British and United States ambassadors, and fighting for status, it was 1958 before the Education Ministry recog-

ple is wrapped around with claims that this is the only way to preserve excellence (the current buzz-word in the schools) but it all boils down to an old-fashioned shout for more money.

While they were on the wrong side of the supply and demand curve, teachers saw their pay fall in real terms by around 15 per cent. Now that their skills are needed, they not unnaturally feel that the laws of economics should work in their favour.

But as the song says, "it ain't necessarily so". There is no such thing as a national pay structure for teachers in the United States - everything is done at state and local level. And while salaries have gone up, though by far less than the amount demanded, local communities, who have to pay the bills, have proved highly reluctant to see any increase in their taxes.

Instead, they are beginning to do what the NEA fears most: to recruit untrained teachers. Some 38 states have either passed laws, or have legislation pending, which would allow individuals who have not been through teacher-training college to enter the classroom. New Jersey, Texas and California are among those who now allow schools to hire college graduates who have not been trained and certified as teachers.

The idea, it is said, is to attract academically talented students into teaching. But the unions are not to be fooled by such sophistry. They fear a situation in which any warm body will be allowed to teach, which would effectively scotch their claims for more money.

"I fear that some schools will respond to the shortage by lowering standards," said Ms Mary Futrell, NEA president. "That's the wrong direction to go. As the education reform movement has so rightly maintained, we need higher standards for new teachers, not lower, and the NEA will insist that we get nothing but the best."

And the best, as Ms Futrell never tires of saying, costs money.

Program for early reading

With around 25 million functional illiterates in the United States, American educators need all the help they can get in the teaching of reading and writing.

The problem is especially acute in crowded schools of the inner cities, and it is there that teachers are turning to a new tool: the ubiquitous computer.

At 15 elementary schools and kindergartens in the poorer parts of Washington DC, the children are using an IBM course entitled *Writing to Read*. Employing simple computer games, the program teaches the children to write words phonetically, enabling them to employ the several thousand words in their typical vocabulary at that age.

It is, ironically, a reversion to the traditional method which has been largely abandoned in American schools, and the results have been outstanding. Five-year-olds are now constructing sentences and reading stories, and tests have shown reading and writing abilities of 15 per cent above average among children who have used the computer.

Bruce Merrifield, assistant secretary for productivity, technology and innovation at the Department of Commerce, is putting together a consortium of experts to develop new software. Mr Merrifield is almost lyrical about the prospects for computer learning.

"For the first time in history since the invention of the printing press," he says, "we have the opportunity to revolutionize education. The national interest involved is overwhelming. In 10 years we can turn around three generations of poverty in the inner city schools."

Unfortunately, however, this enthusiasm does not extend to Congress, which is turning a deaf ear to pleas that it should fund the introduction of computers into schools - though tax write-offs for the donation of the devices have been introduced in some



Congress has been deaf to pleas for more computers in schools.

One congressional aide said: "People are looking to cut back right now and, regardless of the merits of the proposal, the first question is how much does it cost? To put a classroom of computers into every school in the country you are talking about a lot of money."

There are 104,000 schools in the United States, and between them they have 1,300,000 personal computers. There is an estimated average of 2.3 computers to every 100 pupils.

The fact is that beyond the use of the computer as an aid to literacy training, little is known about its merit as an educational tool. There has been little research on the subject, and the optimistic claims of the computer manufacturers have yet to be borne out in the real-life classroom.

In part, this is due to the shortage of hardware, and in part to the difficulty teachers find in locating the right software program. Integrating them into the curriculum.

Solid "courseware" which comes complete with textbooks, teacher manuals and workbooks, is still hard to come by. In the boom of the 1970s many computers were sold to schools without the software to go with them, and have long been consigned to the storeroom.

Computer manufacturers in the US have now realized their mistake, and are spending millions on the training of teachers - which is seen as the vital key to make the process work. Software publishers, too, are now working with educators to develop new programs but the industry still faces a chicken-and-egg situation.

Publishers will not make the products until they can be sure they are going to be bought, and schools are not going to commit themselves to buying computers until the software is available.

Preferential fees urged

Britain is being urged to reduce fees charged to overseas students from Commonwealth countries.

A report issued last week by the Commonwealth Standing Committee on Student Mobility shows that the flow of students within the Commonwealth is still declining, despite attempts to encourage student exchanges.

It urges Commonwealth members to make preferential fee arrangements for students coming from other Commonwealth countries.

Sir Roy Marshall, vice-chancellor of Hull University, and chairman of the committee, said last week that the report had been drawn to the attention of Mr Peter Brooke, Under-Secretary of State for Education, and Mr Timothy Ralston, Minister for Overseas Development.

The committee now accepted that differential fees would be charged for overseas students, Sir Roy said, but these should be "reasonable" rather than "full cost".

The report shows that although Commonwealth Education Ministers had agreed to try and raise the level of student exchanges when they met in Cyprus last summer, the signs are that numbers will fall by 1 or 2 per cent this year.

Yet student mobility in other parts of the world, such as to the United States and the Soviet Union, is rising.

The report recommends making a greater proportion of aid funds available for scholarships and training, and encouraging new patterns of student exchange.

These could include reciprocal concessional arrangements between two Commonwealth countries; flexible courses with some parts pursued in the student's own country, and some parts followed abroad; and the strengthening of higher education institutions in less developed countries.

"We realize we are not likely to get everything we ask for," Sir Roy said. "But it is only a matter of time, and the pressure of public opinion that have brought about the modifications that have occurred."

The committee's report is due to be discussed at a meeting of Commonwealth education ministers in Bulgaria in October.

Hilary Wilce

Lynn George reports on an outpost of British schooling

Garden parties as the flag still flies



A small corner: Junior school in The Hague.

nized the school, making it possible to attract qualified teachers. The school now owns the junior and senior buildings on two premises near the Hague. The bungalow-style nursery and infant building dating from 1953, also in the area, is still rented from the Borough of Leidschendam.

The prospectus describes it as a "British school which happens to find itself on the Continent". For an expat, it must be reassuring to note the playing fields, the tennis courts, the splendid hall, the senior library stocked with over 8,000 books and the children in their blue and grey uniform.

The headmaster of the senior school, which takes boys and girls between 11 and 18, is Brian Davidson, a former head of languages at the Royal Grammar School in Newcastle, and once a teacher at Merchant

Taylor's School, Northwood. "We have 40 nationalities at the school and 70 per cent are British. Many of the parents are in the oil-related industries with also a fair number of diplomats' children."

The average stay is between two and four years although a significant number of children may remain longer. Parents, he feels, understand adjustment problems.

"Parents come and say our school settles anywhere, yet I have yet to see a child totally unaffected by constant uprooting and by the strain and tensions that can arise from their father's work. We feel our traditional framework here provides a solid structure for the pupils."

To minimize external cultural differences, school uniform is compulsory. Mrs Maureen Jonker, headmistress of the junior school, and recently

awarded an MBE for 25 years of service to the school says: "We have to make a child feel secure and happy before we can teach him. In this situation it is important to know the individual child. That is why we have traditional class teaching in small groups of around 20."

Settling for non-native speakers of English includes a flexible TEFL programme. In addition, in the senior school next term a special English language unit is starting for 11- to 13-year-olds for intensive tuition in several subjects from one term upwards. Dutch taught at various levels is compulsory throughout the school to help children assimilate locally.

The curriculum strikes a *modus vivendi* between a traditional grammar and a good comprehensive with the accent on sports, mixed ability teaching, computer-assisted learning, and high academic standards. The latter is a strong selling point for parents, frequently high-fliers themselves, who are often extremely ambitious, sometimes unrealistically so, for their children.

"We prepare pupils for all major British examinations," says Brian Davidson. "In 1984, the pass rate for 78 fifth formers who took O levels was almost 70 per cent. For the 66 sixth formers taking A levels, the pass rate was 84.1 per cent with more than half in the A-C grade."

Aware of the isolation the teachers touch base in the UK continuously and the school has generous provision for in-service training. Teachers willingly man the plethora of extra-curricular activities from Browne's to computer clubs. The popular and much-publicized event in the school calendar is its participation in a five-day mock-up of the United Nations held annually with

1,000 participants in the Hague. As well as the obvious dedication of staff, the generous resources must "soften" readjustment to yet another school. The senior school alone boasts 20 computers, a flourishing audiovisual department, six science labs, and splendid home economics, music and art rooms. All of which must be gratifying for British teachers weary of rate-capping in the UK.

But Brian Davidson says: "While we have a good response to recruiting aids, we rarely get the exceptionally gifted. Ambitious teachers are crossing the Channel to a country they have only just heard of as hardly a step up the ladder."

The school now faces foreign competition from the Dutch who are able to provide a British education at a fraction of the cost.

While the fees, a maximum of £860 a term, are moderate by British public school standards, it is unfortunate for the school that while receiving no financial aid from either the British or the Dutch government it is in a country where private education is heavily subsidized.

A few years ago, the Dutch Education Ministry added an English secondary stream to the Netherlands Loem, a Dutch school, and an English primary division is about to start in another Dutch school also in the Hague area.

"Of course, this is most worrying," says Brian Davidson. "But we are hoping to rise the local subsidized competition by continuing to recruit new pupils on the strength of our activities and outstanding academic achievement."

In a political sense, the British school is hoping to lobby the British Government for financial assistance through its membership of the Council of British Independent Schools in the European Community, which started in 1980 to gain recognition for independent British schools on the Continent and now has over 20 members.

Broader adult options welcomed

Sir - I have just read "Clearing a path for a wider age group" by Roger Little and David Peck (TES August 2). Such a response from senior careers officers to the UDACE consultative document on educational guidance (*Helping Adults to Learn*) is both encouraging and stimulating. The issue of adult guidance is a considerable challenge to all involved in the careers, education (adult, community, continuing, further and higher) training and library services. It is hoped that others will respond as positively to the consultation as the careers service.

Rightly, Little and Peck draw attention to the proposed educational guidance network. They see merit in placing the careers service at the hub of the network in each I.e.a. My own association has a rather different perspective.

While we have no doubt that the careers service has a critical and important role to play in any network, we are also aware of the other participants who have similarly vital roles. The major ones include the library service and the providers of education and training. In the case of the libraries, there is a long tradition of involvement in meeting the informational and educational needs of adults. Their contribution in educational guidance is of long standing.

Similarly, providers of education and training for adults, and especially tutors and lecturers, have been and are involved in a process of educational guidance for adults. Also, recent years have seen the development of separate educational guidance services which have made a significant contribution to

understanding the needs of adults for guidance - needs which do not require only vocational outcomes and which are part of a process (as opposed to being seen as the fixed event of, say, relocation counselling).

From this wider perspective, the association would argue that a leading role (the "hub") in network should be given to an educational guidance service. We do so because we believe that:

- An educational guidance service gives a wider base than an existing agency with other priorities.
- It is essential to create a new partnership between all those involved in educational guidance.
- The new partnership has a role in reflecting back to providers the educational and training needs of the public

(the "feeding" back of this "demand" information being critical to the success of the network).

It is clear that other perspectives as well as those of the careers service and educational guidance services, will be heard in this discussion. For those who wish to join in, please hurry. The deadline for submission of comments on *Helping Adults to Learn* is September 30 (copies can be obtained from UDACE 19b de Montfort Street, Leicester LE1 7GE).

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Safety training

Sir - It would not be proper to comment on the extent that negligence may have contributed to the sad death of school children at Land's End but proper safety precautions should be observed on school expeditions. This may involve some training of staff who escort pupils in terrain which has natural hazards.

However, we have too often seen how an accident has been followed - under media pressure - by blanket safety regulations which inhibit enterprise and worthwhile activities. Differences in the age, intelligence and responsibility of pupils can make generalized regulations foolish. A requirement that staff first obtain specialist safety certificates can deter many responsible teachers - without eliminating risk. Ultimately, one depends on the judgement and good sense of individuals.

Hazards are not confined to mountains and cliffs. A foreign city can have its perils - even a hotel. Yet a foreign expedition would be robbed of much of its educational value if teenage pupils were required to be escorted crocodile fashion continuously.

We must beware of a safety backlash after any unfortunate accident. The burden of responsibility hangs heavily on most staff. They deserve to be briefed in detail on reasonable safety precautions, for they are *in loco parentis*. Their ultimate guide is "What would a reasonable parent of pupils of a given age allow in given circumstances?" - and then apply even more stringent restrictions to safeguard themselves. This approach - rather than blanket regulations dreamt up by a safety expert in his office - should come to be our guide.

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Singles bar

Sir - Hilary Wilce presented a well-reasoned argument in favour of appointing women, particularly married women returners, to senior managerial positions in schools (TES, July 5).

I, too, am in favour of such appointments but I feel it should be said that the last two paragraphs could be taken to militate against single women; attention should be focused on the quality and variety of experience which a candidate may offer rather than on the simple fact of child-bearing.

In my own case, for example, maternity would not be considered a particularly desirable qualification by most governing bodies!

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Striking contrast

Sir - Whether or not one views the journalists' strike of August 7 over broadcasting freedom as a demonstration by the virtuous, it was a formidable assertion of a principle of professional independence from political interference.

In the education service after a year in which professionally qualified physicists and geographers have been virtually consigned to the netherworld

of the ideologically unsound and in which a grotesquely seedy manoeuvre to compromise the independence of Her Majesty's Inspectorate has been exposed, can teachers look back over this period as one of unbounded success in the defence of the profession's independence by our unions and subject organizations?

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Senior service

Sir - The article by Roger Little and David Peck (TES, August 2) on the guidance of adults aiming at new careers is not only an excellent summary of the current position but is also a pointer to the future. Adults have always needed the kind of help suggested and it has been supplied in ad-hoc fashion, from a variety of sources.

There is no doubt, however, that there is an increasing demand for it to be properly recognized, supported and developed and it is logical that the careers service, which is already involved in this area of work, albeit unofficially, should be credited with the task of helping adults towards continued education and, hopefully, careers.

DAVID MACPHERSON
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puties and will not consider applicants for middle management whose progress does not match their own.

If Sir Keith wants to know why morale is so low, he should look into the prospects of teachers in their thirties and forties: he will find a different situation perhaps from that in politics.

It really is time that present circumstances be judged from the reality of the 1980s, not the assumptions of the 1970s. Who knows: the wisdom gained from experience may even have something to offer in these unhappy times.

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Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

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Slogans overlook special needs

Sir - As a colleague of John Bangs, on the same special educational needs working party, I would say to Catherine Ryde that some special schools with their ethic of respect for human personalities, like some medieval monasteries before them, stand out like beacons in a sea of barbarism.

The barbarism that surrounds them is to do with the competitive ethic that pervades our society and our wage structure, and consequently pervades most of our comprehensive schools. They must not, just for this reason, be kept in being, at the expense of the children who attend them.

Neither must Peter Newell, nor the Fish committee, be allowed to spearhead actions that cannot easily be undone, on the basis of slogans that are not clearly defined. The "comprehensive principle" means what? - that all people should be educated on the same site as others of their age group, with polytechnics and FE colleges all amalgamated? I hope there is some consistency in the principles of my protagonists - it makes for more constructive dialogue.

And, what does "equal access to equal opportunities" mean? Is it a tautologous phrase? Does it have meaning in the minds of its advocates? I can try to give some sort of meaning to what appears to be trying to sum up what is the phrase, but as I do it becomes more complex and specific, and thus begins to reveal that

the slogan does not solve everything. On the contrary, any real consideration of how, in what sort of organization, in what sort of context of human relationships and with what sort of curricular choice we should provide for the education of our children with special educational needs, reveals that even where it is most desirable to have one institutional setting rather than another, there is some loss to weigh alongside the expected gain.

Any change that takes place that is designed to meet more appropriately the needs of the children now educated in special schools rather than the satisfaction of the sloganizers, must of necessity cost more money than at present, as has been recognized by Frances Morrell. But even more money does not necessarily provide a more desirable "integrated" education than the "segregated" one that it replaces.

What is supremely desirable is a system and organization that is most likely to lead to the satisfactory existence in society, both as children and as adults, of those whom we deem to have special educational needs.

If integration is a process, as Fish says, then let us aim at the best outcome of that process, even where a stage in the process might necessitate some segregation.

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Peer pitfall

Sir - It was not modesty that prevented me from extolling the virtues of my own school, as Tony Fletcher suggests (TES, August 9), but simple caution. However, I feel I must reply in part to points raised by Catherine Ryde (ibid).

I would agree with her claim that my original proposition (that the peer group of a handicapped child is other handicapped children) is a dangerous one, but only to the extent to which any generalization is dangerous.

What many on both sides of the integration/segregation debate have failed to see is that every child is an individual and should not be categorized for the convenience of placement. One hopes that the Education Act 1981 has made this easier.

Ms Ryde's belief that a small school has a necessarily restricted curriculum is not borne out by my own experience. For many years, with fewer than 50 pupils, Hephaistos has provided a curriculum little different from that of a mainstream secondary school, offering a wide range of academic subjects (including three sciences) to O level and at least 12 subjects at A level.

Nor are our children tucked away out of sight (as Ms Ryde fears). Hephaistos may be in a rural setting, but the many contacts our pupils have with the local community, their frequent excursions to all parts of Britain and the Continent, and their own initiative leads them to social integration with remarkable ease.

"Expectation" is the key word. If one expects severely physically handicapped pupils, such as ours, to develop like their able-bodied peers, and if one treats them as such, they will become like them.

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Fair question

Sir - I have just returned with teachers and support staff from accompanying eight visually handicapped school leavers (five totally blind, three with residual vision) to the New York Institute for the Blind, and Camp Wapanacki, a summer camp for the visually handicapped in Hardwick, Vermont.

The school leavers have been educated in an appropriate residential school. They have had the benefit of a favourable pupil-teacher ratio (1:6) and they have been taught by qualified teachers of the blind as well as having the necessary books, aids and equipment to support their learning.

In September, one of the school leavers will be entering sheltered employment while the remaining students will be attending specialist residential further education colleges for the visually handicapped.

As a group, the youngsters varied enormously among themselves in terms of their apparent abilities and personalities but they were a very happy and well-adjusted group of young people. They were supportive of each other and their social adjustment and mobility in strange surroundings was impressive. I cannot believe that this degree of independence and rapport has been brought about by chance.

Visual handicap is a minority handicap and, in the brave new world of special education, it is staggering to think that these young people, even with the assumed protection of a statement under the 1981 Act, could have been placed on an individual basis in ordinary secondary schools in south east England. After many years of working with ordinary and special schools, one can but wonder if these young people's propitious educational provision, including residential provision, for some children and young people; such provision will best meet their needs, which is the all-important consideration.

It would be tragic if this case should be lost in an integration-for-all-at-all-costs approach: as parents, some of us at least know on whom these costs would fall - our children.

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Outside law

Sir - How nice to see the Opposition's education spokesman addressing the legal consequences of Parliament's failure, thus far, to give legislative effect to the decision of the European Court of Human Rights in Campbell and Cosans (Second Opinion, 9 August); and what a pity Mr Bennett's analysis had to be quite so muddled.

The European Convention under which Campbell and Cosans was decided is not part of our domestic law. Therefore the European Court's judgement, until translated into a Statute, raises no issues justiciable in the United Kingdom.

It follows that no "teacher who applies corporal punishment, not knowing whether the pupil's parents approve, runs very considerable risks". Neither he nor his local authority employers run the smallest legal risk, since any ensuing "long, drawn-out court battle" will necessarily begin and end in Strasbourg where neither would be involved in the litigation between individual complainant and respondent government. And as the latter will win the battle, largely via salaried departmental legal staff acting on their ministers' instructions, it is hard to see where Mr Bennett's suggested "£120,000 or more" in costs is going to arise.

Not on the parent's side, I hope: in Campbell and Cosans, the total of the costs awarded to both applicants (under the "just satisfaction" provided for in Article 50 of the Convention) for over six years of litigation right through the commission and the court, was not one-tenth of the sum postulated by Mr Bennett.

For the pupil, of course, there is the separate issue (undecided in Campbell and Cosans) of corporal punishment qua degrading treatment (Article 3). That corporal punishment may be degrading, in legal terms, is no longer in issue: local education authorities were specifically so advised in a DES circular in March 1982. That circular issued as part of the Conservative Government's settlement of a complaint which another parent had taken to Strasbourg in 1977, to the accompaniment of respondent-state observations which might have fallen unsurprisingly from Mr P W Goss's administration. Actually, they fell from some of Mr Bennett's ex-ministerial Labour colleagues, who *inter alia* defended the raising of foot-long cane welts on the backsides of a half-dressed young woman on the newspaper argument "that corporal punishment at the school attended by the applicant's daughter was not resorted to lightly and that, if a pupil suffers corporal



punishment it is the pupil's own responsibility" (I quote, *verbatim*, the commission's summary, in its admissibility decision of July 12, 1978, of the arguments advanced by Mr Bennett's colleagues at the period when last they were in a position to amend the practice of which he now complains).

The commission's report on that earlier case (*Case of Mrs X*, December 17, 1981) incidentally records that the mother and daughter recovered no whatever paltry sums the Council of Europe's legal aid scheme might have disbursed to their barrister - a distinguished authority on the international legal protection of human rights, who a few years before had wryly testified (to the House of Lords Select Committee on a bill of rights) that Strasbourg litigation was unproblematic so long only as the lawyer instructed by an impecunious complainant was prepared to work for nothing and not lunch too frequently.

I recall, indeed, that in the *Mrs X* case itself, where the commission's decision to hold an oral hearing was directly traceable to the earlier insistence and disciplinary zeal of Mr Bennett's ex-ministerial colleagues, legal aid did not even cover her barrister's air fares to and from Strasbourg.

What most offends, in Mr Bennett's silly party-political piece, is his shuffling on to the Council of Europe's juridical institutions the consequences of the pathetic reluctance of past Labour administrations to out-face the disgracefully reactionary attitudes to which, on this issue, the teacher trade unions until so very recently always clung.

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Animal abuse

Sir - May I put the record straight with regard to a statement of mine given prominently in "Teachers For Animal Liberation" (TES, August 2).

I support the achievement of the Animal Liberation Front in relation to vivisection, but would like to add that I qualified that statement in the interview with Hugh David by making two points: Since information on, and inspection of, experiments in premises licensed by the Home Office to carry out experiments on living animals are impossible for the general public to obtain by legal means, then any actions by the ALF which result in gaining documentary, video or photographic evidence to bring to light the sickening events going on in those places are to the ALF's credit and to the advantage of the animals.

Readers will recall two cases where such evidence was obtained illegally: the University of Pennsylvania head injury research on baboons (and its links with the University of Glasgow) and the Roy College of Surgeons' care of laboratory monkeys.

The evidence obtained by illegal actions has resulted in public outrage and in the calling to account of the institutions by the appropriate authorities. Anyone who doubts the value of such activity is invited to view the videotape *Pennsylvania Primates*, to see the depths to which human scientific curiosity and total disregard for the suffering and total disregard for brain-damaged by live animals, badly sick. Would petition, demonstrations or leafleting of the public have brought these atrocities to light?

In the interview I did emphasize that I would not condone ALF action which involves violence to human beings in the course of obtaining evidence.

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Changing places

BOB LEACH

Why did I apply for a year's secondment to the education department? Most of my colleagues thought I was mad to give up polytechnic holidays and hours for the tedium of education administration.

Partly it just seemed time for a change after eight years in schools and a similar period at the polytechnic. But essentially it was to improve my experience. I had been initially recruited to teach political history and theory but found myself down to teach local government, having studiously avoided the subject through my long and varied academic career. I taught local government on degree courses, and on part-time professional courses for local government officers, but the lack of insider experience troubled me, which is why I jumped at the chance of the secondment.

Ever anxious to impress, I assumed that the idea of the secondment was to promote a more fruitful interchange between the academic community and the local authority, or some such notional "win-win" scenario. The personnel director had informed me: "Bums on seats is what they are after."

I need not have worried overmuch about my chances of success: I was the only applicant. This was just as well; in

a competitive situation, I would have blown my chances completely by my unfortunate gaffe in an ensuing interview with the top brass in the department.

Pressed for more details on the specific topics I lectured in, I mentioned incautiously the then fashionable *corporate management*. An experienced medieval torturer would have been proud of the grimaces this produced.

Although other possibilities were mentioned in a desultory way, it was soon clear that they wanted me to fill a post which had been frozen in the development section. Sick with apprehension, I wondered if I dare confess, on top of my little faux pas on corporate management, that I knew absolutely nothing about school building, which was what the job apparently involved.

However, I concealed my doubts, and soon found myself in charge of half the major works programme, which that year included substantial rebuilding connected with the Roman Catholic reorganization. Clearly the education department was as good as placing square pegs in round holes as the polytechnic.

But it turned out that they were right, and my fears were groundless. I discovered not only that I could do the job, but that I enjoyed it tremendously. I derived far more from it than I would have gained from the kind of post I initially envisaged - providing support services for school governors, perhaps, or acting as some kind of superintendence adviser.

Every day was different. I found myself dealing extensively with headteachers and schools, local authority

Failure of attitudes

HOWARD PEACH

I never stop marvelling at teachers' (and expectations). You see it when children move into the school. Imagine that all of us are, in theory, committed to teaching activities with children. Yet we have all met pupils who do not seem to have read regularly, or have not read much about, or read little outside formal reading classes.

Again, you would suppose that reading maths is a must. But you will have met, as I have, otherwise intelligent children who are uncertain about giving change or telling the time, who cannot subtract harder sums and who are strangers to the multiplication tables.

For at least 20 years our profession has been bombarded by propagandists urging us to more realistic science teaching. Yet significant numbers of children cannot recall experiments of any kind. They are unaccustomed to observing and thinking. Remarkably few can name the most obvious flora and fauna.

Other information subjects are covered patchily - inevitably, perhaps, as topics have to be chosen carefully. I

still think that all 11-year-olds should be able to point to, say, London and their home area on a map. By no means all can do it.

It looks as if we are still widely disagreed, as a profession, about elementary standards of attainment. When Elizabeth transferred to us recently, her confidential report glowed with A and B grades. In our set-up she is a member of 1. Whilst I am not categorically claiming that our assessments are right and the previous school's were wrong, our intuitions are at least supported by NFER tests in the basic subjects. Maybe the discrepancies can be explained in terms of different yardsticks.

All this will inevitably sound smug and self-righteous. Let me admit, candidly, that we, too, send on children who will assuredly cause their next teachers to raise both eyebrows in puzzled fashion. I just hope the deficiencies are not precisely those I have listed above.

Above all, I trust that children leaving us for other schools are not markedly below average in paying attention, good manners and concentrating on the job in hand. Sometimes I have wondered what standards of behaviour and application our newcomers have been used to.

For if, at junior level, we are failing to provide the right attitudes to learning, then we are failing indeed. There can't be much controversy about that.

Howard Peach is head of Carr Lane Junior School, Wiltshire, Wilt.

Days to remember

ALAN BASNETT

"Waves in the main pool," bellowed the bookkeeper. Four hundred children, a hundred of them ours, shriek in unison and haul themselves into the water. For 30 seconds they swim machine does its job, before relative calm returns.

Crowded to Greenfield, en route from Rock, fell-walking, swoop in a chur-bell down to the banks of Chew Reservoir. A cry of "Ay, sir," this time better than Rhyll Sun Centre brings momentary smiles to the faces of the appreciative of the better things in life.

These are days one and two of our "One Day" series. Rhyll Sun Centre, Day One: "Physics of Fun" we called it in the brochure. Well, Sir and Miss in their day, that's not something they see every day. That's got to count for something in terms of how pupils see their teachers.

A valuable and worthwhile day.

Nothing much to get your teeth into in terms of assessment. How would you do it, Sir Keith, when you come to assess our worth?

The Pennines, day two; more tangible results here. Trudging up to Laddow Rocks, Tony, a middle band third-year, stops the whole party.

"Look," we all look. "Look at the colours changin' on the 'ill side." Cloud shadows are racing across the hillsides, chased by patches of sunlight, and it captures Tony's mind sufficiently to make him want to share the experience with the rest of us.

Later, by the reservoir, unprompted energetic games are invented by the pupils. Most involve the idea that somebody should get wet. In a brief lull for butties, Mandy, a first-year, notices how the wind is sending waves across the grass, and she makes sure we've all seen it.

Wayne, a second-year in the bottom set for science, points along the bank. "Stunehat" is all he says. It's 20 seconds before I can even see a bird, and let alone identify it. I see him, and the others, in a new way. Is the view reciprocated?

Down in the valley, another reserver. Birds on the water. "What are they, sir?" "I've no idea, Wayne!" "Sir?"

TALKBACK



and private architects, many other council services and elected members.

One day I would be chasing up a councillor's complaint about the shade of tiles used for casual repairs to a school roof, the next immersed in a crisis caused by the total destruction of a new special school, as a result of arson. The work provided me with more direct experience of the inner workings of local government than I could have dreamt of acquiring in just a year.

My overall impressions of the education department, were on the whole, very favourable. Teachers tend to have a rather jaundiced view of educational administration - it is a convenient scapegoat for a multitude of evils. Yet, I found my colleagues and superiors for the most part able, hard-working, and utterly dedicated to the service.

Indeed, if they had a fault it was to allow this zeal for the education service

to colour their views of other local government services. Some of them hankered after the days when the department was run as a separate empire, with minimal interference from outside.

I was having some problems with a project dear to my heart which cut across departmental boundaries. A sympathetic officer in finance suggested that I take the relevant report to the management team of chief officers, then regarded as the core of the new corporate management structure. Then, he pointed out, I would have the chief executive, and directors of finance and planning behind the scheme, which would accelerate its progress.

I raised this with senior officers in education. Once more the gruesome grimaces: education preferred to avoid taking anything to the management team.

I found the attitude understandable - I was not accustomed to someone of the jargon and ideas associated with corporate management yet I still think it was counterproductive.

While I was there, a senior officer from another department complained that he had the impression that education was not rowing in the same boat as the rest of the authority, a common view, and one that caused some resentment. My own conviction is that the future of the education services lies firmly within local government, which entails a more whole-hearted involvement in, and commitment to, local government as a whole than education officers sometimes display.

Finally, my own successful secondment emboldens me to suggest that there is far more scope for such arrangements. Both schools and colleges on the one hand and education departments on the other, could benefit from more extensive and routine exchanges of staff. At present, most senior education officers leave teaching relatively early, and thereafter spend their whole career in administration.

The employment of more experienced teachers on a short or medium-term basis with the expectation that they would return to schools would help keep administrators in touch with the current preoccupations and concerns of those at the chalk face, while a spell in administration could be of immense benefit to aspiring head teachers in particular. There are practical problems, but they are far from insoluble, and should be overcome.

Bob Leach is senior lecturer in government, Leeds Polytechnic.

Marriage lines

MARGARET DAVIES

I had a year or two helping out at an adult literacy centre. It was a wonderful experience and I still remember vividly the first pupil who came to me.

She was a friendly middle-aged woman who attended earnestly every week and worked really hard at her reading and writing.

I suppose I was as new to it as she was, but we got on well together and she made strides. She certainly deserved to, for it was obvious that she did not intend to miss a moment during the classes.

But although she was mastering simple sentences and able to read very short stories out of specially prepared books I sometimes wondered what she was getting out of it.

But I soon realized that a new world was opening up to her. She explained how wonderful it was - she could now read recipes, knitting patterns - she had noticed something that had been advertised in the local paper that she wanted!

Most of all she wanted to get on with writing letters and we managed to contact a pen-friend in another town who was attending similar classes. I found this rather a hard grind, because my pupil never seemed to have a single thought to put on paper and I seemed to be doing all the work. After a while the pen-friend stopped writing, but we plodded on with practice letters.

I suggested that she should be doing work during the rest of the week - the other pupils did. She would listen patiently to me but when she came the

following week she had never done any. One evening she said she wanted to write a very special letter so I left her and went to help somebody else. She worked at it for two sessions, not showing me the actual letter that she was working on in rough, just asking for help over phrases and short sentences.

The following week she came carrying a beautiful silver wedding card for her husband. She wrote that very carefully and then said that she wanted to spend the rest of the session copying her letter out neatly.

At last - when everyone else was packing up their things to leave - she asked me shyly if I would just read through her final copy, to make quite sure it was really all right.

I read it, while she turned away and quietly began to gather up her things. There were lots of things I longed to alter - to change around. But I knew that I must not, for it would cease to be her letter and become mine.

It was beautiful just as it was. She put it carefully into the large envelope with the card she had shown me earlier.

"There," she said smoothing down the flap, "that's the first letter I've been able to write to Jim in all our married life."

She never came again. I missed her, but the past year had all been a lead up to the moment when she was ready to write her anniversary letter.

Margaret Davies was a voluntary adult literacy tutor.

and steam engines, ancient aircraft, and the oldest passenger station in the world. Closer to the usual idea of an educational visit.

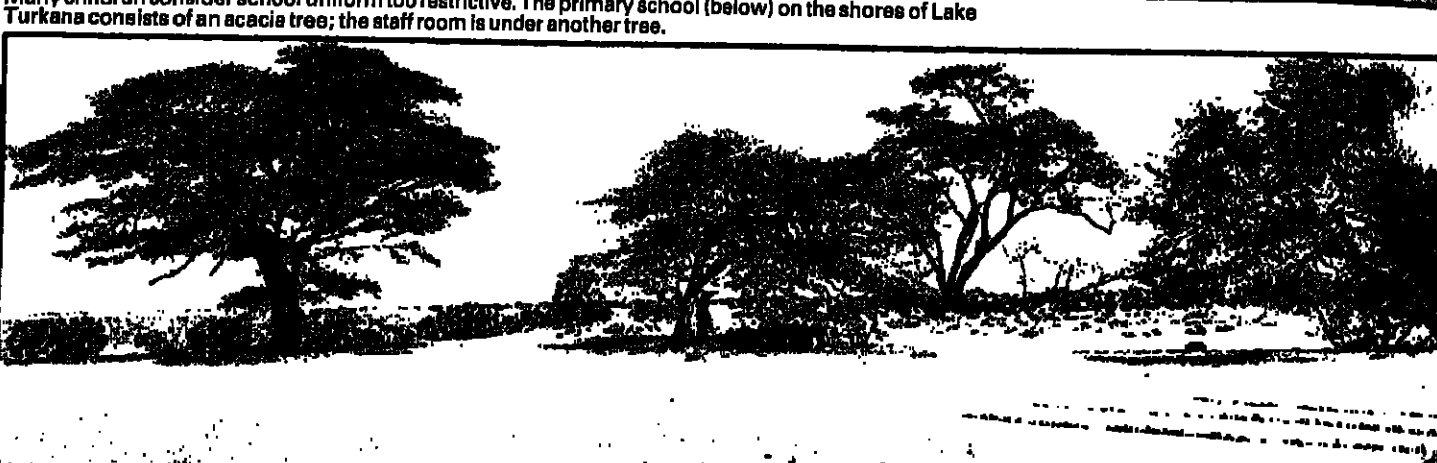
So this was my 1985 activities week. The idea was launched six years ago by an energetic and far-sighted head. It all happens late in the summer term, but it's many months before that Fred, the member of staff who coordinates it all, starts badgering us for our plans. Every member of staff. We grumble, but Fred sticks to his task, and by the appointed date, he has collated all our plans and produced the brochure.

It gives details of all the courses, including cost, and every child in the school is given one. Most courses are school-based. Most involve travel - fishing trips, adventure holidays, bird watching etc. Some even involve foreign travel.

There are a few that last the full week, but most are for one day. Normal timetable is suspended, and the children have an almost free choice as to how they fill their week.

The planning is hard work, especially for Fred. But it works, and its value, to staff as well as pupils, is incalculable.

Alan Basnett is head of chemistry at Montford High School, Warrington.



David Morgan takes off to inspect the bird's nest schools of Kenya's remote Turkana.

The bulk of the two million population occupying 64,000 square kilometres are nomadic pastoralists, untouched, and generally uninterested in

Inspection in such a situation is no easy task, for the schools are widely scattered, some in very remote areas. Even from the district headquarters at Lodwar, it takes two days by Landrover to reach some of them.

For this working safari, I hired the same aircraft, a Cessna, four-seater Reims Rocket, with an impressive performance in and out of short bush airstrips. So, with a well-stocked desert survival kit, I took off from my home base at Eldoret, in the cool highlands of Western

The trainee was eager to impress, his English lesson proceeded at a cracking pace, but the routine exercises based on the common course book was not really appropriate for the situation.

Paul pointed below, and I lined up for the approach. Suddenly, there it was, a runway dead ahead, clearly visible. We discovered after landing that the headmaster had heard on the "busin' telegraph" that a visit was likely, so the previous day, the whole school worked on the earthen mounds, cut the grass and flattened the termite hills.

The runway at Kakuma was long and wide, and by the time we touched down, the air cool and calm. But excitement for the day was not over. At the mission that night, Father Nell, the priest in charge, was prescaling an open-air film show, powered by a mobile generator, and screened onto the white painted wall. The show came to an

The teachers and pupils were remarkably unconcerned to see school inspectors emerge out of the desert clutching dusty brief cases and gasping for water. "Welcome Mr Morgan," exclaimed the headmaster, who I recognized as an old Mosoriot student, "So you have found us,.". The only other habitation in sight was a settlement of crude palm leaf shelters, a hundred or so

The week rushed past. Some schools we visited had no classrooms at all. Just a few spreading acacia trees constituting a whole school. But there was no doubt about the goodwill and enthusiasm of everyone concerned, with a teacher-pupil relationship at its most basic and unsophisticated level. At the end of the week, a satisfactory coverage of the trainees had been achieved. I had learnt a lot about the problems of the Turkana schools, also added some useful hours to my flying log book.

David Morgan is a lecturer at Mosoriot College, Western Kenya.

Review



Leaving home

Who Will Take Our Children? The story of the evacuation in Britain 1939-1945. By Carlton Jackson. Methuen £9.95. 0 413 58130 6.

While four million British women and children were evacuated during the last war, a further 30,000 children sought shelter in America and the then Dominions. Twenty-five years later material about the Children's Overseas Reception Board supervising this operation became available to scholars, and Professor Jackson draws particularly on this in his study of those dramatic times. He finds some fascinating stories, such as the adventures of a nine-year-old boy left behind by overnight on an abandoned, torpedoed ship in 1940. Waking up in the early morning and finding himself alone, he calmly went back to bed and slept again until daylight, when he was finally rescued by a British destroyer. This was a rare

case; normally the unpaid adult escorts took good care of their charges. When they themselves were captured by the enemy or became disabled as a result of injury, the government backed out of financial compensation by claiming they were volunteers acting on their own free will.

The same occasionally shabby treatment was visited on teachers in Britain, without whom the mass evacuation to the countryside would have been impossible. Once billeted in reception areas they only received lodging and board with no provision for the expense they were still incurring at home. As much care was sometimes taken over the needs of dogs, with the London Animal Defence Society making arrangements with the Duchess of Hamilton to evacuate 176 canines to her estate in Dorset, to be occasionally followed up by progress reports to anxious owners.

Yet for Professor Jackson it is on the whole a story bearing more light than shade, with children behaving heroically during shipwreck, in one case

leaving it to the sailors to panic, and adapting to new conditions more easily than did their parents. He claims too that by the end of the war the government's new realization of so many children's hitherto neglected health, nutritional and housing needs helped lead to the establishment of the Welfare State. More controversially, he believes that the many women left behind who broke away from domestic drudgery in search of new jobs and opportunities were important in preparing the grounds for later women's liberation. Others, however, see the post-war emphasis on re-establishing traditional family life as putting the same cause back by years. Be that as it may, the extraordinary story of the greatest population migration ever experienced in Britain will surely go on producing more books and personal memoirs, with Professor Jackson's own contribution meanwhile well deserving to be read.

Nicholas Tucker

Towards an ideal state

Prospect & Reality. Great Britain 1945-1955 By T E B Howarth. Collins £14.95. 0 00 216281 4.

Snoek! Now there's a word to bring a pucker to the face of a popsy on *Call My Bluff*. But, for sure, any puzzlement on the faces of Arthur Mullard and Frank Muir would be feigned because they lived through the era of snoek, when the British socialist edifice was being cobbled together with the same monomaniacal enthusiasm with which it is being demolished now. Ten long years following on a war which crept wearily away in the course of the decade, rather than ending with a bursting blossom of bunting as romantic memory would have us believe. Even those of us who were around are jolted to be told that tea and sugar were still rationed in 1952; that bread was still grey; that butter, cheese, margarine and meat, weren't finally freed till 1954. Osbert Lancaster's spiv was gloomy but optimistic - "My son," he said to his boy, "I want you to regard this not as a set-back but a challenge; go right out and start creating shortages". With glisks like these of fact and fun, T E B Howarth sees the background against which the British Labour Party was waging the new war for its ideal state.

For many the defeat of Churchill in 1945 came as a shock and a betrayal. But, reading Howarth, one realizes that Britain had been conditioning itself to socialism for many years. Already we had a Central Electricity Board and British Overseas Airways; during the war coal mines had been

taken over in the national interest from private managements which were frequently glad to be rid of them - especially when £164,600,000 of compensation followed. When the war ended the country had 52,000 miles of deteriorating railway tracks and 2,000 decrepit locomotives which only national investment could hope to regenerate. Aneurin Bevan was right when he described the 1945 election as "not an argument of issues but the registration of a change which had occurred in Britain before the war began".

Labour was unstoppable with a majority of 168 and a blazing core of idealism; the Opposition was bewildered, led by an ageing man, who, in today's parlance, was a "wet". But Labour's leader, Attlee, had two fatal handicaps - honesty and modesty - and a consensus mentality ill-fitted to hold together a crew of such disparate characters as Bevin, Bevan, Cripps, Dalton and Morrison. But out of their disarray Tom Howarth moulds an absorbing drama as the seemingly irreconcilable wroth of the seemingly impossible and won't be Pyrrhic. The Trades Disputes Act of 1947 gave the TUC a heady sense of power, and a government which had sought to buy loyalty had to use the army as strike breakers on four separate occasions. The miners became the elite but our coal imports were going up. The jewel in the crown, the National Health Service, was founded in the teeth of opposition from the BMA and the Press but, very soon, fears were being expressed that it was self-destructing - that the more

successful it was the more impossible a burden it would become on the public purse. Thank God it still stands monument to those idealistic years, withstanding governmental hacking and public abuse. But the Labour Party's dreams were soon to be haunted by inflation.

All that was on the domestic front. Meanwhile, two successive Labour governments had on their plates the awesome job of dismantling the British Empire, and the second of those governments didn't survive long enough to consolidate Labour's spectacular successes or retrieve some of the failures. Much of the benefit was reaped by the new Conservative government which had on its side the revival of national spirits at long last, as the memory of war receded, and the bonus of a coronation.

From beginning to end, T E B Howarth weaves his threads of politics, personalities, social mores, ambitions and betrayals with consummate skill and an admirable even-handedness. He has the historian's detachment and the story-teller's guile and wit, combining them into a book which, for once, lives up to its own blurb, that "it will inform the young and vividly remind their elders of what they endured and enjoyed 30 to 40 years ago". He absorbs and entertains as he leads us to our steak and our glass of Beaujolais from those grim days of vinegar, treacle, onions and pepper with which we tried to disguise that ghastly Australian barracouta fish we used to call snoek.

Finlay J Macdonald

A small chapter

The Unknown Army: Mutinies in the British Army in World War I. By Gloden Dallas and Douglas Gill. Verso £18.50. 0 86091 106 3. £5.95. 814 9.

The First World War marked the first time that conscripts were used in the British Army, which in a matter of months had to be increased from thousands to nearly ten million. This transformation inevitably brought heavy burdens to bear upon the small and socially exclusive Officer Corps in terms of management and personal relations.

Dallas and Gill, authors of *The Unknown Army*, make much of this seemingly obvious point, as well as the inevitable moments when the elite 19th century officer structure was unable to deal with the strains put upon it by the new experience of a world war and the "New Army". They argue with some validity that historians, to date, have tended to ignore the breaches of military discipline in the British Army in the First World War and, after dealing with the composition of the "New Army", they go on to highlight serious disturbances at the base camps at Euples and Calais, the near East, and in English depots. The picture that emerges from the evidence (mainly oral) shows large-scale insubordination occurring either in the very last months of the war (such as at Calais in July 1918) or in the months after the armistice, as a result of the slow rate of demobilization and the seemingly unfair manner in which it was carried out (soldiers with the shortest service being demobilized first).

The other main recognizable area of insubordination was among the Egyptians, Chinese, and South Africans in the Labour Corps. Using a mixture of oral and written evidence, the authors cleverly reconstruct strikes, demonstrations, and indiscipline among the labourers, which occurred mainly between September 1917 and March 1918. Despite official public denials, strikes were broken on several occasions by "shooting those who were temporarily out of hand", and the four occasions when this policy was known to have resulted in fatalities are cited. Unfortunately, the admirable historiography and neat style is impregnated with an anachronistic and somewhat plausibly indignation, as the authors descend into a sort of self-congratulatory investigative journalism 70 years too late. For instance, how surprising is it that at the height of the Etaples mutiny, Sir Douglas Haig denied that "any discontent exists in our ranks"? How shocked can we really be that in the middle of the First World War the military authorities resorted to armed force against strikes and attempted mass desertions in the Labour Corps? On the contrary, what is surprising is how little discontent there was and how few were killed when that discontent erupted into mutiny. (Dallas and Gill record a total of 36 for the whole war).

Serious students will be grateful for this addition to the literature on the First World War, and its succinct, readable style and numerous "eye witness" accounts will appeal to the informed layman although the price may well not. The authors admit that the mutinies are "but a small chapter in the history of the army"; this book shows just how small that chapter is; far from unearthing a heinous cover-up in the higher echelons of the British Army the authors, by highlighting the challenge to authority in the ranks during the First World War, have shown exactly why historians have made so little of it up until now.

Sam Neaman

BOOKS

Views and viewers

Power Without Responsibility. The Press and Broadcasting in Britain. By James Curran and Jean Seaton. Methuen £6.95. 0 416 37520 1. **Geography, the Media and Popular Culture.** Edited by Jacquelin Burgess and John R Gold. Croom Helm £19.95. 0 7099 3226 X. **Framing Science.** The Making of a BBC Documentary. By Roger Silverstone. British Film Institute £16. 0 85170 164 7. £7.95. 165 5. **A Dictionary of Communication and Media Studies.** By James Watson and Anne Hill. Edward Arnold £15. 0 7131 6410 7. £5.95. 6411 5.

This is the second edition of Curran and Seaton's valuable study of British press and broadcasting, first published in 1981. They have made some revisions to the first two parts, which are largely historical, but the main revisions have been to Part III, on theories of the media, and there is an added

chapter on reform of the media which suggests measures to extend accessibility and freedom of expression, as well as anti-monopoly legislation. These derive from the book's central theses: the increasing concentration of media power, the under-representation of news and the threat of international competition in broadcasting.

Geography, the Media and Popular Culture is a collection of essays and other drawbacks of such compilations. The editors speak of their "belief that the media should become a significant focus for geographical work". The papers that follow illustrate the varied approaches that are possible, examining spatial perceptions, representations of natural and human disasters, urban and rural landscapes and ethnic differences, and news production (Jacquelin Burgess's study of "the myth of the inner city" as opposed to the environment assumed by newspaper editors to be that of the majority of their readers). The introduction puts this work into the context of earlier

studies and the result is an interesting volume showing the contribution that the two disciplines of human geography and media studies can make to each other.

There is also a cross-disciplinary dimension to *Framing Science*, though I doubt if many scientists will make the effort to read the book about science. The questions it raises about science and the representation of scientific work. In January 1984, BBC2 broadcast Martin Freeth's *Horizon* documentary "A New Green Revolution" and Roger Silverstone's book traces the history of the programme from its inception three years earlier, through the preliminary research, filming, editing, transmission and critical reactions. "A New Green Revolution" set out to "question the assumption that the latest technology is necessarily better for people" and to challenge some cherished beliefs of Western scientists in their dealings with the Third World. Roger Silverstone's detailed examination of the making of the programme sets this against the

constraints within which the television documentary-maker has to work. "Television's relationship to science," he writes, "is more complex and more interesting than it usually appears."

The fact that media studies encroaches on a host of other disciplines is evident from Watson and Hill's dictionary. Their problem was evidently deciding what to leave out: "the clamour of words for entry has been formidable." Their aim was to provide a work of reference for "busy" A level and perhaps more advanced students of communication, and the dictionary will be a useful addition to school and college libraries. The user's problem at first will be guessing when this dictionary can supply the information he or she needs. In some ways, this is not so much a conventional reference book as a textbook: its authors advise browsing and you might begin with the entries on communication models (which range from the absurdly simple to the simply absurd).

Robin Buss

Medieval method

The Archaeology of Medieval England and Wales. By John M Stace. Croom Helm £19.95. 0 7099 2385 6. **The Normans.** By R Allen Brown. Boydell & Brewer £14.95. 0 85115 199 X. **From Childhood to Chivalry.** By Nicholas Orme. Methuen £22.50. 0 416 74830 9. **Kingdoms and Communities in Western Europe 900-1300.** By Susan Reynolds. Clarendon Press, Oxford £28. 0 19 81955 5.

The Archaeology of Medieval England and Wales offers a general survey of the period through its tangible remains. Comparisons are odious but inevitable when a book appears with an almost identical title to one reviewed recently in these pages yet costs half as much again. Nervous oneself to capture in a phrase the difference between the two, one could say that whereas Helen Clarke is the archaeologist's archaeologist, John Stace is the historian's. Clarke gives us more detail about the changing techniques of archaeology, but Stace's account is more clearly chronological. He gives us none of the international comparisons or the "cut-away drawings" showing the internal workings of the archaeological process, but the conclusions come across that much more clearly.

We can be grateful to Boydell & Brewer for rescuing R Allen Brown's *The Normans* from being mangled into a coffee-table package. As the author himself admits, this is a work of consolidation rather than of new research. In recounting the achievements of his subjects (with whom he identifies completely, judging from the dust-jacket photograph) in France, England, Italy and Syria, "Castles" Brown reassures not only the traditional view of the Normans as exceptional both as adapters and innovators, but also the importance of narrative in historiography. The passion for analysis has almost succeeded in analysing away the significance and even the separateness of the Normans.

Medieval studies in schools have suffered not only from a misguided notion of the greater relevance of more recent history, but from a shortage of digestible but scholarly surveys of the kind which will set Hastings and the Crusades in their proper perspective and lead substance to a period to which the secondary syllabus gives short shrift. Teachers will be well satisfied with *The Normans*.

Nicholas Orme's *From Childhood to Chivalry*, on the other hand, is of interest to teachers qua educationists as well as qua historians. Here is the study of childhood in the Middle Ages from the various concepts of childhood through life in the nursery to the adult world.

Despite - or perhaps because of - an

estimated childhood mortality rate of 30 per cent, well-to-do parents were far from unfeeling and gave considerable thought to their offspring's education. The stereotype of the vicious medieval schoolmaster instilling learning at rod-point is highly misleading. We learn that civilized ideas about the practice of education were abroad at an early stage, leading to the emergence of a recognizable genre of educational literature in the 12th and 13th centuries.

The beating of children was not a special punishment for them, but significant for their inclusion in the world of adult values and practices. Moreover, the stress laid on it by some contemporary writers probably indicates that in their opinion it was not practised enough - a point worth making since we too readily forget that theory-books, in the past just as now, were intended to change current practice rather than record it.

If all this sounds dry, let me add at once that every page is brought to amusing life by concrete instances. A single example must suffice here - that of the Earl of Warwick complaining in 1432 that persons unnamed had stirred the 10-year-old Henry VI from his learning and told him about "diverse matters not becomful".

Rather less addictive is Susan Reynolds' *Kingdoms and Communities in Western Europe 900-1300*, which lies at the extreme academic end of the scale in terms of both price and potential readership. This is certainly not a book for the dilettante, offering as it does to correct our whole view of political assumptions, activity and change in the Middle Ages.

There are two major arguments: firstly, that writers of the time, with their emphasis on hierarchical structures of government, obscured the fact that collective activity was an essential part of government at every level; second, that many apparent innovations, such as the communal movement of the 12th century, were based on traditional assumptions about collective rights and duties.

Despite the wild disparity of subject matter, Brown and Orme support two of Reynolds' main contentions about historical method. Brown would agree that forcing medieval institutions into modern categories (particularly Marxist ones) is bound to distort and mislead; while Orme demonstrates on a grander scale that the theorists of any age are less concerned to explain what actually happens than to convince their audience of what ought to happen. In the Middle Ages, what ought to happen was more real than reality; can the modern world honestly claim to have outgrown this delusion?

Anthony Turner

The Archaeology of Medieval England. By Helen Clarke. British Museum Publications £12.95. 0 7141 8058 0.



The Tsar's profile in *Ivan the Terrible* was inspired by a Hroshige woodcut of a hawk, according to Eisenstein at Work (Methuen, £17.95). Jan Leyda and Zina Vayns' book is a lavish compilation of photographs and drawings, with a text containing extracts translated from Eisenstein's notes, letters and essays on cinema. The director's films are analysed from shooting scripts and associated material and put in the context of his wide artistic and literary interests. There is a full account of Eisenstein's time in the US and Mexico and the abortive *Quid viva Mexico!* as well as his difficulties back home. Jan Leyda, leading historian of Soviet film, was a close friend and includes personal reminiscences and documents (while modestly omitting his name from the index). RB

Size and science

On Being the Right Size, and Other Essays. By J B S Haldane. Edited by John Maynard Smith. Oxford University Press £4.95. 0 19 286045 3.

J B S Haldane was not only a leading scientist and rationalist but a leading popularizer of science and rationalism for nearly half a century, from the First World War until his death in 1964. Many of his essays were reprinted in widely read collections during his lifetime, and his former pupil John Maynard Smith, professor of biology at Sussex University, produced *Science and Life* (1968), a posthumous selection of Haldane's contributions to the old *Rationalist Annual*. Now he has produced *On Being the Right Size*, a paperback selection of Haldane's work from several sources, from famous

statements of prewar biological theory to articles in the *Daily Worker*. All are as well worth reading as the editor says, but the book would have been more valuable if he had given more information about their first publication and about how much they have dated since then.

Nicolas Walter

Asquith, by Stephen Koss (Hamish Hamilton £4.95) is political biography for the serious reader, tracing the career of one who from relatively humble origins rose to lead the Liberal Party in power, and to share in its decline after the First World War. Criticized for his interest in wine and women, he proved to be an astute politician, surviving intrigues and crises, until replaced by his bitter opponent Lloyd George in 1916.

E H Church

Exempt from ideology

Antonio Gramsci: Selections from Cultural Writings. Edited by David Forgacs and Geoffrey Nowell-Smith. Translated by William Boelhower. Lawrence and Wishart £15.

It is heartening for those of us who admire Gramsci to see so many volumes (Selections from the Prison Notebooks, Selections from Political Writings 1919-1920 and Selections from Political Writings 1921-1926 are also available in paperback; other writings - on philosophy, on science, on religion - are due for publication shortly) and so much competent and dedicated critical attention devoted to him. Nowell-Smith's general introduction and the prefaces to each chapter by David Forgacs testify to patient and enthusiastic research and are set correctly within the historical and political framework of the period in question.

It is perhaps opportune to clarify in what sense Gramsci is "founder" of the PCI, or Partito Comunista d'Italia, as it was then called. As exponent of the Turinese Ordine Nuovo group, he belonged to the communist fraction that split from the PSI at the Livorno Congress, but was not its leader. Bordigha's line, extremist, anti-parliamentarian and abstentionist, dominated at first, while Gramsci's (and Togliatti's) did not prevail, nor was it adopted by the party at large, until the Lyons Congress of 1926.

Also, there is a general tendency to emphasize the differences that arose between Gramsci and Togliatti at the end of the Twenties, in connection with the famous "left turn" and the expulsion of three communists from the party. In fact Gramsci, inhibited as he was by his incarceration, never did proclaim his disagreement explicitly at a political level and never left the party. Indeed, he is personally responsible in large measure for the fact that the PCI is so special and so "different" from the other parties of the Third International, for Togliatti chose to take up and re-weave the threads of his mentor's political-cultural thought.

As Nowell-Smith perceptively points out, Gramsci's articles, because of the way and conditions in which they were written, ie as - however organized - daily outpourings rather than with a view to publication, tend to be fragmentary and to lack cohesion but are informed by an immediacy and a freshness almost always absent in works of pondered scholarship, and moreover remain open to interpretation.

Since Gramsci was not attempting to reach or influence a given public, his notebooks are exempt from the ideological rigidities, the propagandistic, polemical and contentious impulse that characterised communist literature during those years. The editors very properly remind us of the Gramscian refusal to separate culture from history and politics in an idealistic context (hence the debate with Croce). Is it not then contradictory to publish an anthology of "cultural" writings? The difficulty is promptly resolved with the suggestion that the present book ought to be read together with other writings, and especially those on intellectuals, hegemony and the study of philosophy. The attempt to assemble round the chosen "headlines" excerpts from a variety of notebooks is laudable, and Gramsci's thought, in relationship to the subject treated here, is exposed correctly and served by a good translation. The Gramscian polemics over Croce's idealistic culture, counter-reformist catholic culture and Gentile's school reforms are well documented both in the texts and the commentaries, as is Gramsci's position on the national-popular concept, on the relationship between literary language and dialect (Italy had no unified language of her own until well after Independence), on theatre (the reviews and notes on Pirandello make especially exciting reading), on the interdependence between "poetry" and "structure" in Dante, as well as on English and American literature.

Aina Pavolini

BOOKS

Shades of meaning

Forms of Feeling in Victorian Fiction. By Barbara Hardy. Peter Owen £12.50. 0 7206 0611 X. Victorian Women's Fiction: Marriage, Freedom and the Individual. By Shirley Foster. Croom Helm £17.95. 0 7099 1031 2.

These two books have much in common. Both are written by women, both cover the same period of time, and both are investigations into aspects of the novelist's task. In both, the same method of research is employed: examination in depth of works by a small number of major writers, seven in Professor Hardy's case, and five in Shirley Foster's with three minor authors added.

Differences between the books are equally discernible. The aspects investigated are very dissimilar. Hardy, apart from brief references to unhappy episodes in the lives of Thackeray and George Eliot, is almost solely occupied with the art of her novelists, and not at all with their lives. Dickens is a writer prone to exaggeration which, however, "often disguises or accompanies subtle nuance or detail". Thackeray's analysis of feeling is comic and profoundly serious. "Charlotte Brontë's novels analyse and moralize", but her sister Emily "is a lyrical novelist." "George Eliot makes full use of the

figure of personification for the representation of feeling." Thomas Hardy is "a novelist of violent feeling".

Most remarkably, in her chapter on Henry James - surely a doubtful candidate for the title of "Victorian"? - Mrs Hardy never even hints that he was an American, that he did not abandon the United States to settle in Europe until he was well over 30 and that the novel to which she gives most space, *Roderick Hudson*, was written before he left.

By contrast, Shirley Foster gives lots of biography, and is forever linking the lives of her authors with their books. "Dinah Mulock Craik", she begins, "is a good example of the many female novelists whose creative work gives little obvious clue to the varieties of their own experience." On the other hand, Charlotte Brontë "suffered in her own life the feeling of fragmentation or contradiction with her heroine's encounter". Elizabeth Sewall spent much of her life writing novels (and teaching school) "to help prop up the failing family business" which had been well-nigh wrecked by her father's "financial carelessness", aided by her brothers' "airiness about money matters". Mrs Gaskell told a friend that Charlotte Brontë puts all her naughtiness into her books, and I put all my goodness. "Of George Eliot, Shirley Foster says: "Not only do her novels suggest a deep interest in the

conditions of womanhood, but her own life reflects this interest."

The conditions of womanhood, as experienced by her authors during the second half of the 19th century, is the main theme of Foster's book, and she gives a great deal of space to it. Her first chapter, and many passages elsewhere relating to it make some of the most interesting - and moving - reading in her book. In an age when public opinion was only just beginning to accept that marriage need not necessarily be the only career open to women, her authors - not surprisingly - tended to hedge their bets, to declare marriage to be the most desirable destiny for women (though all knew perfectly well, and deplored, the misery many married women endured), and to give qualified approval only to the single life.

Only Geraldine Jewsbury, one of Foster's "minor" authors, really went the whole hog in damning the tragedies of marriage, and expressing her conviction that: "we are touching on better days, when women will have a genuine, normal life of their own to lead. There, perhaps, will not be so many marriages, and women will be taught not to feel their destiny manqué if they remain single."

But Miss Jewsbury was, for her day and age, about as unconventional as a woman could be. "She delighted in her own unorthodoxy; she smoked cigars,

used slang, relished the fact that her first novel, *Zola* (1845), which treated sexual passion and religious apostasy, was widely regarded as 'outrageous'."

Professor Hardy's and Shirley Foster's books are clearly complementary. Hardy's is the more academically written, and the more subtly argued. Some readers may find sentences and passages in it difficult to understand, for she relies largely upon the esoteric language of academic criticism, and in her analyses of her authors' texts draws many very fine distinctions of meaning, occasionally, perhaps, over-fine. When she relaxes into more everyday language, as in her pleasant appreciation of Thomas Hardy's art in *The Trumpet Major*, she becomes much clearer, without any apparent loss of subtlety.

Shirley Foster writes in a simpler style, and is content with easily distinguishable shades of meaning. She also gives readers much ancillary assistance: numerous notes appended to all chapters, an extensive bibliography including books by and about her authors, and a well-structured index. Professor Hardy gives a list of the authors, the books, and the editions from which she quotes but only a few notes and, regrettably, neither bibliography nor index.

H C Dent

Words as weapons

English Satire and the Satiric Tradition. Edited by Claude Rawson. Basil Blackwell £22.50. 0 631 13668 1.

This collection of essays by friends and colleagues of R C Elliott is dedicated as a memorial tribute to him for his life-long study of satire which led to a re-assessment of its nature and place in literature and the lives of men from earliest times. Apart from providing studies of particular works or writers, the theme running through the book is, as the title suggests, a discussion on the nature of satire and the changing conception of it by both its users and their audiences throughout the centuries.

The extreme complexity of the nature of satire was emphasized by Elliott and we are reminded that in very early times, and even as late as 19th century England (as, for example, in the skit on *England*, a form of physically applied satire, described in *The Mayor of Casterbridge*) satire was credited with powers of punishment even to the extent of death. Words were truly weapons. This being so the satirist needed to be a responsible person, one charged with a moral purpose, understood by all eyes and expressed, speaking not only for himself but for at least one section of society - often despite appearances - and compelling the assent of the audiences.

Satire is, for the most part, easily recognizable but the fringes are blurred. When is it merely exchange of personal insult and when does it become irony rather than satire? Peacock, for example, here regarded as a satirist, is not always considered as one. Everyone has his own definition. Revenge, said Rochester, is a necessary ingredient, but Dryden, less aggressive although as severe, said that the subject of the satire should so appreciate the manner in which it was dealt out that he accepted it with a smile.

The different characteristics and interpretations of satire given by the writers of the essays in this collection are in many cases such as could only have been made and developed in our own day and they tend to thicken the confusion as much as clarify it. The essays themselves are mostly of interest to advanced students of particular periods, works or writers and require copies of the texts discussed to be at hand. Some have more general appeal and even if on occasion their line of argument seems strained, stimulating and new angles of approach are put forward.

Claude Rawson's introduction covers many aspects of satire emphasizing many aspects of satire emphasizing its essentially aggressive and corrective quality, discussing the key points contained in the studies that follow. It is possibly the most valuable and informative part of the book for the general reader.

Katya Watter

PAPER BACKS

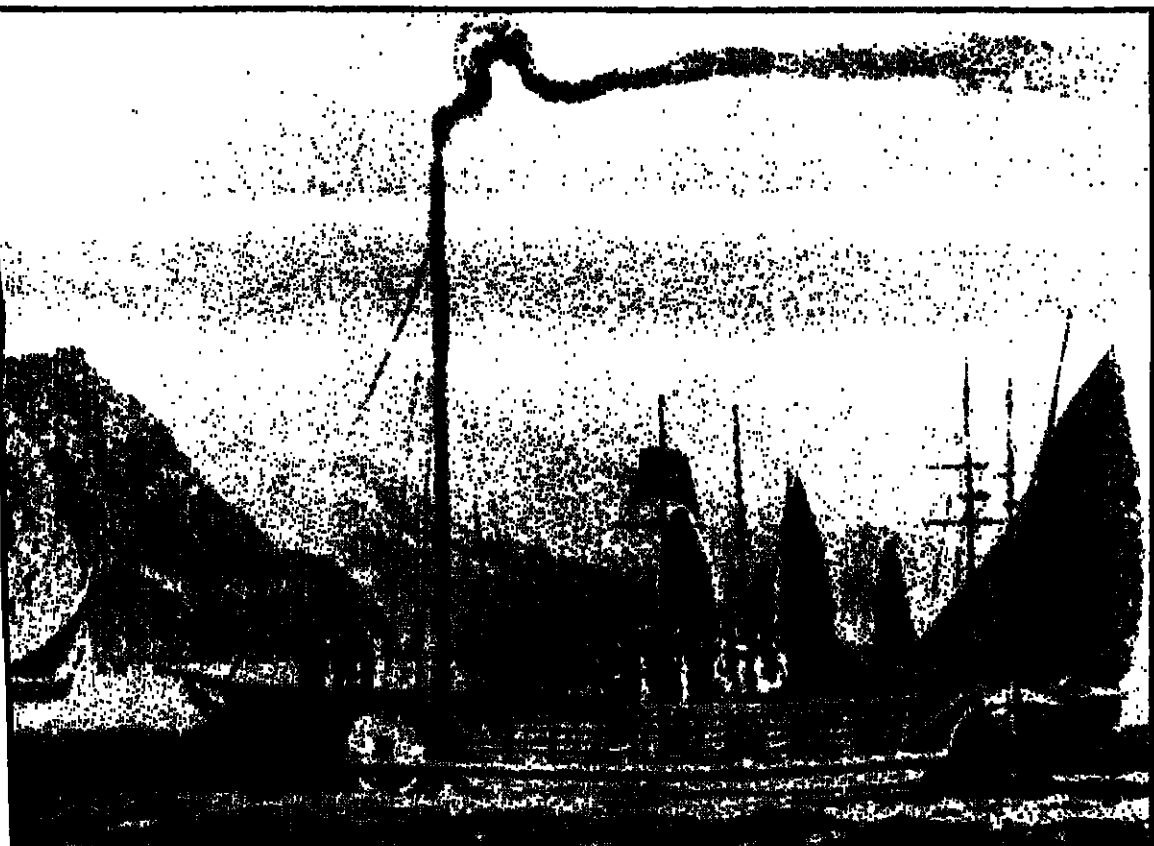
Classics and commentaries

There are instant classics, neglected classics and classics that influence us even though we have never read them. Raymond Williams wrote an instant classic with *The Country and the City* in 1973, which reappears as a Hogarth paperback (£4.50), in which he looks at the images of rural and urban life that we have accumulated through centuries of literature. He traces back the notion that there once was a rural arcadia, just before we appeared on the scene, through the centuries back to classical times and he moves forward from the city as liberator to the City of Dreadful Night, noting how the pervasive English disease of nostalgia has made 20th century urban dwellers look back to the cobbled gash city as yet another lost utopia. It's a beautifully modulated book, and the same can be said of Alexander Herzen's *Ends and Beginnings* (Oxford World's Classics £4.95). He chose that title for his letters to Turgenev, and his editor Aileen Kelly has adopted it for her selection from Herzen's great book of memoirs *My Past and Thoughts*.

The opening sections of this neglected classic are already available in the same series as *Childhood, Youth and Exile*, and if you haven't come across Herzen and don't love him as the most astute of all the galaxy of 19th century Russian writers and the one whose political evolution is relevant today in both his country and ours (even Lenin thought so), here's a great chance to meet him.

The classic we all know about but would rather not read is Max Weber's *The Protestant Ethic and the Spirit of Capitalism*. It's around as an Unwin University Paperback because it turns up on so many reading lists. But, unread, it has profoundly affected our language even though, economically, we have dropped the word protestant, in deference, no doubt, to the Japanese who must have got the work ethic from some other religious tradition. Michael Rose has written a deliciously ironical book *Re-Working the Work Ethic* (Basilford £5.95) in which he examines not just the misinterpretation of Weber, who was talking primarily about entrepreneurs, not those poor slobs on the factory floor, but the whole assumption that our Victorian forebears were more devoted to hard work than we are. Rose has produced an excellent work which isn't a classic but should be.

Collin Ward



PS Margery, first steam passenger boat to operate on the Thames. From Royal River Highway: A History of the Passenger Boats and Services on the River Thames by Frank I Dix (David & Charles £20.00)

Imagination and change

Originality and Imagination. By Thomas McFarland. Johns Hopkins University Press \$21.60. 0 8018 2517 2.

In the second half of the 19th century a number of words - "originality", "genius", "create" - came to take on a new emphasis or meaning which they have retained until today. At the same time the imagination was seen in a new light and came to assume that importance which it, likewise, still has today. The process by which this change occurred is one of the most fascinating chapters in the history of Western thought.

Although much has been written about it, particularly in connection with Romanticism, there is much that remains unclear. More precisely, there is much that remains unexplained because too much is taken for granted. Thomas McFarland's new book is an example of this. Although it claims to give "a stunning new interpretation of the ascent of originality and imagination", it in fact tells us very little we have not read before.

McFarland is a notable authority on Coleridge and in his *Biographia Literaria* Coleridge gave an influential account of the importance of imagination. How much of this was Coleridge's own thought and how much was taken from various German writers is a familiar problem to literary historians, as is the general question of Coleridge's originality. These two subjects - Coleridge on imagination and Coleridge's originality - form the central topics of the book. On both McFarland is interesting, informative about the background and (in opposition to Harold Bloom) sensible on the subject of literary influence.

But McFarland wants to widen his discussion, beyond the field of Coleridge studies and into the area of what happened in the general process of change. He suggests that there was "a weakening of mental energy" to that of imagination; "romantic imagination draws to itself the very meaning of soul", and "imagination became so important because soul had been so important". This is a bold thesis which it might be possible to sustain; but

that as it may, McFarland comes nowhere near doing so.

To begin with, he has no clear idea of what "soul" is or, more importantly, was. He identifies it at different points with the self (ie a sense of personal identity), with conscience, with "the numinous", and with Arnold's "sweetness and light". We get the impression that whatever he approves of could be labelled "soul". There is no recognition that the soul was in certain crucial respects different from the self, because it was (for Platonists, Stoics and Christians) evidence of the divine and our means of communication with the divine. A belief in soul necessarily entailed a belief in a superior, non-human reality. A belief in the value of imagination has no such implications. Thinkers (like Fichte) who elevated imagination to the same status that soul had previously occupied might dress their discussion in religious clothes but their only assured belief was in the priority of the individual self. Indeed, from this retraction of significance, away from a superior reality into the isolated individual, came much of that exaltation and

anguish which we associate with Romantic writing.

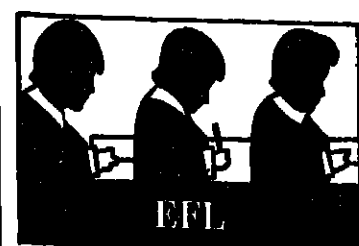
This failure is part of a general weakness in McFarland's account, his lack of a historical sense. He seems unaware of the extent to which the imagination before the 18th century had not only not been esteemed, but had been seen as actively dangerous, "the numinous", and with Arnold's "sweetness and light". We get the impression that whatever he approves of could be labelled "soul". There is no recognition that the soul was in certain crucial respects different from the self, because it was (for Platonists, Stoics and Christians) evidence of the divine and our means of communication with the divine. A belief in soul necessarily entailed a belief in a superior, non-human reality. A belief in the value of imagination has no such implications. Thinkers (like Fichte) who elevated imagination to the same status that soul had previously occupied might dress their discussion in religious clothes but their only assured belief was in the priority of the individual self. Indeed, from this retraction of significance, away from a superior reality into the isolated individual, came much of that exaltation and

John Hope Mason

BOOKS IN CLASS

A war of words

by Leslie E Sheldon



Longman New Junior English Dictionary. Longman £11.50. 0 582 55692 9. **Longman New Pocket English Dictionary.** Longman £1.25. 0 582 55587 6. **Collins Business English Dictionary.** By Michael J Wallace and Patrick J Flynn. Collins £3.50. 0 00 370220 0. **More Words You Need.** By R Rudzka, J Channell, Y Putseys, P Ostyn. Macmillan. Student's Book £3.95. 0 333 36071 0. Teacher's Book £1.95. 0 333 37510 6. **Word Frequencies in British and American English.** By Knut Hofland and Stig Johansson. Norwegian Computing Centre for the Humanities (distributed by Longman) £29.50. 0 582 55709 2.

This selection from the plethora of dictionaries and "learn about words" books available on the market testifies to the current interest in self-access study, and the role of vocabulary acquisition in language learning. As always, caveat emptor is the order of the day.

Frankly, the Longman New Junior English Dictionary and its photo-reduced twin are no improvement on those already available, most notably the *Oxford Elementary Learners Dictionary of English*. Ten thousand items, defined by a 1,600 word core, are explained by the usual techniques: contextualised examples, grammar tags, diagrams, and the International Phonetic Alphabet. The inclusion of the latter in an elementary dictionary represents an extra, largely unnecessary learning load, though it might have some validity at the advanced level. Here, it seems to be an ill-considered deference to custom, without any reference to how most foreign students actually use English/English dictionaries. At this level, extensive practice and revision of what will undoubtedly be new reference skills are vital. Thus, it is a pity that the five-page introductory "Guide to the Dictionary" and its supporting exercises are not accompanied by a workbook.

Irregular verb forms are subsumed under the appropriate infinitives in the body of the dictionary, making it difficult for students to find their way round. A list of common irregular verbs would have been useful.

The 10 appendices are of variable effectiveness. The "Chronology of the World" list is an obvious must as is the one mentioning UK commercial examining bodies. The latter is somewhat flawed by the failure to include relevant qualifications. One should not judge a book by its back cover, and I have yet to find the "Specialist" appendices listing common abbreviations which are so tantalizingly prom-

ised. Various aspects of *More Words You Need* (sequel to *The Words You Need*) are laudable, especially the attempt to apply semantic field research to the production of viable classroom materials, and the recognition that, since most foreign learners still remain keen to concentrate on lexis, it is better to harness this preference rather than obstruct it. The aim is to provide intermediate/advanced students with a structured, efficient, and rapid system for acquiring new words: similar vocabulary items are presented in meaningful sets, in order to make them easier to remember.

In the student's book, lively, authentic, general interest texts (supported by glossaries) begin each of the 10 units and are followed by discussion questions, word study, varying exercise types and, in some cases, a revision section. There is also a helpful word index at the back.

The Teacher's Book explores the theory behind *More Words You Need*, provides a list of words likely to cause pronunciation difficulties, an exercise key, and general advice on how to ring the changes in classroom use of the material. Alas, there is no information about exploiting the texts as development reading exercises.

I feel that the time required for working through each unit has been underestimated, as has the lack of motivation likely to be endured by even the most obsessed lexis-grinder when confronting such a mass of material. In effect, students could be spending much of their time completing semantic grids and writing, a

process which can so easily become laborious and unrewarding. Learners do not wish to be surrogate linguistics researchers, but communicators in the real world, who are perhaps interested in having some fun along the way. There is little provision for the diverting or the amusing in *More Words You Need*.

Last but not least, the book evinces what T S Eliot said about how words slip and slide once you try to trap them; semantic differences are often suggestive rather than prescriptive, and the uncritical student might be led astray by the rigidity of the componential and collocational grids. For this reason, *More Words You Need* is basically unsuited to self-access exploitation.

Destined never to be a coffee table book, *Word Frequencies in British and American English* is aimed squarely at the university library or the specialist researcher. The million word Lancaster/Oslo/Bergen corpus has been used to compile general frequency lists, via random selection from 15 categories of text, including government documents and general fiction. Lexical rank and alphabetical lists are provided, as are microfiche listings in a pocket on the inside front cover. A microfiche concordance, listing words in context, can be ordered separately.

The detailed introduction makes clear how the word lists can be used and, just as important, what the limitations are. For example, though the information might have relevance to grammar/stylistics research, the corpus is too small to give a true indication of frequencies in British English as a whole. Moreover, the lower the frequency rating, the less meaningful the data. There is no listing of the multiple meanings of words. Indeed, "words" are seen as graphological rather than semantic or grammatical things, ie as sequences of alphanumeric characters surrounded by spaces.

Though of passing interest to the EFL/ESP teacher, *Word Frequencies in British and American English* will not provide guidance on which words students need to know.

Communicative Methodology in Language Teaching: the roles of fluency and accuracy. By Christopher Brumfit. Cambridge University Press £4.50. 0 521 26968 7. £11.50. 26423 5.

This book presents a closely reasoned, succinct analysis of current linguistic theories and their pragmatic implications for the classroom. The goal is the development of coherent models of language use and acquisition acceptable to teachers. To this end, Brumfit explores in detail the controversial accuracy/fluency dichotomy, in association with other dualities. In a deft rebuttal of the excesses inherent in Krashen's learning versus acquisition argument, the objections raised by successful language learners and teachers are given as much validity as any theoretical reservations.

It is maintained that concern for accuracy is less valid than the development of fluency, although both have interdependent roles in language learning. The fluency argument, which is presented quite convincingly, implies small groups, the provision of natural linguistic environments, and redefinition of the traditional four skills. Moreover, syllabus design is seen not as the provision of a set of graded linguistic increments, but as a checklist of items and variables: it is emphatically seen as an art rather than a science, involving both intuition and compromise. Discussion of the Bangalore Project, a local attempt to generate language use via the task-based activities of a procedural syllabus, strengthens the book's practical stance.

Brumfit opts for language use linked to substantial, motivating subject matter rooted in socio-cultural exploration of the target speech community. He also contends that, because language is dynamic, a set of skills extending far beyond the limited contexts in which it is taught, ESP can sometimes be in fact nothing more than a remedial operation, purveying a restricted quasi-language to meet temporary needs.

The book openly invites refutation, being intended to provoke lively discussion; however, it is a pity that those who are aware of current perspectives in linguistics and education, as well as the terminology in which they are couched, are likely to take up the cudgel.

TES Information Books Awards 1985

There is still time to submit entries for this year's Information Books Awards (closing date August 31). The Junior Award is for a book for children up to the age of nine; the Senior Award is for those aged between ten and sixteen. Prizes of £500 will be awarded to the authors of the two selected books, and the judges reserve the right to make a further award of £250 to the illustrator in each case. To be eligible, books must have originated either in Great Britain or in the Commonwealth between September 1, 1984 and August 31 this year. There is no limit on the number of entries which publishers may submit. Four copies of each title should be sent to:

Venessa Young
The Times Educational Supplement
Priory House, St John's Lane
London EC1M 4BX.
Please state whether entries are submitted for the Junior or Senior category.

BETTER SCHOOLS

This White Paper published on March 26 which includes proposals for legislation - on school governing bodies and in-service training and some final decisions in other areas such as AS levels - was summarized in The Times Educational Supplement on March 29.

Reprints of this summary are available price 25p each (cheques/postal orders made payable to The Times Supplements) from:

Lesley Griffiths, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

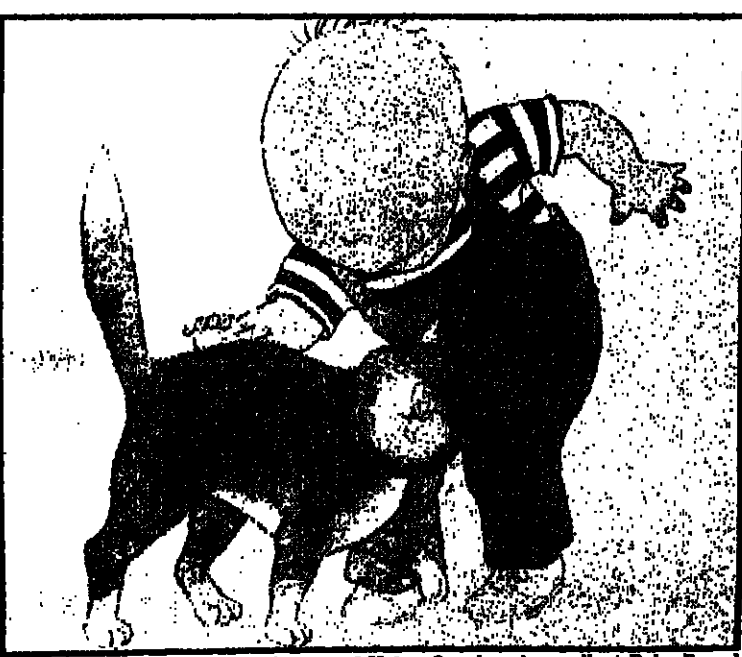
The price includes 2nd class postage but not Red Star or hand delivery.

CHILDREN'S LITERATURE

Cheap series are flooding the children's bookshelves. Sainsbury's line of children's books includes Play and Learn books for 95p each and Read Me a Story at £1.25 a volume. Unfortunately, though beautifully produced, in co-operation with Walker Books, they are rather uncaringly aimed at their mass market and, so far, are not likely to open up the under-fives book-buying potential. Play and Learn consists of four sets of two. *Old King Cole* and *Three Blind Mice* are selections of nursery rhymes illustrated by Christina Gascoigne with a touch of Victorian grotesquerie and endpapers sprigged with nursery motifs. But there are many better selections of rhymes on the market, and the pictures are oddly static. *Hush-abye-baby* and *As I was going up and down* are selections of bedtime and nonsense rhymes illustrated by Nicola Bayley. Though they have the vividness one associates with this artist the choice of rhyme is once more uninspiring; indeed, in the case of the nonsense rhymes the witty detail and jewel-like colouring seems directly aimed at adult buyers.

On the other hand plain facts in *The Helicopter and The Dump Truck* make Arlene Blanchard and Tony Wells' Machines at Work a successful diversion from the mechanically minded young sprog, and *Today I was a Pirate* and *Today I was a Hippopotamus* by David Lloyd and Gill Tomlinson are equally suitable for beginning readers or avid listeners.

Read Me a Story are classic fairy stories retold in a manner both flat and full of hard archaisms by Sarah Hayes. Different illustrators make some of the volumes more worthwhile than others, particularly Gill Tomlinson's *Sleeping Beauty* and David Scott's *Beauty and the Beast* and *Puss in Boots*, but for simple re-telling Zebra Books' First



An illustration from I Touch, one of Helen Oxenbury's excellent Baby Board books. Other titles are: I Hear I See I Can (Sainsbury's/Walker Books 75p each).

Fairy Tales are as good as any, and for the older reader the Lang Fairy Books still cannot be beat. Hamish Hamilton produce Nigel Snell books for a captive market of playgroups and nursery schools. You know the sort of thing: "Florence has a Ball on her Nose", "Maurice Sorts Out his Oedipus Complex". In hardback for £2.50, paperback 95p, the most recent titles are *Sam's New Dad*, *Julie Says the Night*, *Jenny Learns to Swim*, *Danny is Afraid of the Dark*, *Sue Learns to Cross the Road* and *Sally Moves House*. Crossing the road and fear of the dark are the topics dealt with most sensitively.

It is a moot point whether children's anxieties are best dealt with by such head-on confrontations. Best of Friends, a new series by Judy Hingley from Patrick Hardy Books (£2.95 each), follows the adventures of Jim and Pete (illustrated by Colin West) and Jane and Polly (illustrated by Jill Bennett) through some fairly anxious-making situations but uses fictional resolution to overcome the problems of the unwanted gift or the pain-in-the-neck brother in *Jane's Amazing Woolly Jumper* and *Polly's Dance, Jim and Kate* and *The Brave Explorers* touchingly look at the stresses and rewards of being Best Friends. Perhaps a cross-sex couple next? For these are very traditional little boys and girls.

Bill Gillham is an educational psychologist. His latest series for Methuen, following his Let's Look For (colours, shapes etc), is *What Happens Next?* and *Where is Bob?* These are simple cause-and-effect or hunt-and-find photo stories for the under-threes clearly aimed at familiarizing children with narrative flow in books. At £3.95 it is a pity that Jan Siegiada's photographs remain so bland and Anglo-Saxon.

Victoria Neumark

EDINBURGH FESTIVAL

With 1,000 shows on this year's Fringe, you could spend much of your time looking at work with "come hither" titles like *How Green Was My Valley* and *Don't Put that Sausage in your mouth Mrs Worthington*. Adaptations, cabarets and comedies abound as do revivals but there's disappointingly little in the way of new work.

Except, that is, in the area of plays for, by and about young people and children. For example, Nottingham's I.C.A. has drawn from all over the county for young performers and their contribution, particularly in the area of children's theatre, is impressive. How the Moon was Grown, devised and performed by under-14s at the Epworth Halls, is a beautifully disciplined ensemble story-telling piece, proving beyond doubt that you don't have to provide knockabout fun to amuse the under-10s. Set in an imaginary China, and drawing from Arabian and Japanese legends, the play is framed in the tales to make the sad Princess laugh forlorn. My favourite, *Who Killed the Hunchback?* ends with the corpse suddenly sitting up and forgiving his murderers.

Thirty older performers from the same company created Nottingham Lace in little more than two weeks. Set in a sinister futuristic "Work Opportunity Recreation Centre", it attempts to draw a parallel between the forced labour of the lace making industry in the last century, and a predicted enforced idleness in the century yet to come. There is a terrific standard of performance, the flashback/flash forward structure works very well and although some of its workshop origins are a little too clearly visible (a result of such a large cast being involved) it compares very favourably with some of the student and professional festival fare.

Strong performances too in Mountbatten School's *Flame Me*, Oliver Wynark's depressing play about Verity Taylor, a mental patient prosecuted for setting fire to a chair in a psychiatric ward. This production splits Verity into five, all bringing a different quality to the disturbed and disturbing character. The acting is a little patchy and sometimes gets too caught up in the introspection of the piece, but it's nevertheless a fine achievement for so young a cast.

A welcome laugh comes in the form of the National Student Theatre Company's *Sammy's Magic Garden* at the Cathedral Hall. It comes from what I call the Beano tradition of children's theatre. Alternately spooky and silly, it's the story of a comic-book family who move into a new house with a haunted garden. It is presided over by Compost the gardener (played with awesome comic sincerity by Ivan Kaye) and the nasty witch, Nettie. Behind all the fun of blood-curdling bad jokes, sappy characters and wonderfully silly song and dance routines there's a serious intent - to neutralize children's fear of things that go bump in the night with laughter and music. It works. Despite the spookiness, nobody cries (in the audience, that is).

Lots more laughter in Polly Teale's excellent NSTC show *Now You See Me* at the Gateway. She exchanges wit, traces, minimalist style, the friendship of two girls from toddlerhood to twenties. The scenes of childhood are horribly authentic and those dealing with the girls' adolescence - when the strongest sensual frisson is feeling your boyfriend putting his jersey round your shoulders - are beautifully observed. Female friendship, though, gives way to men, marriage and babies. The vision of marriage is particularly bleak. "It's not about love," says the menopausal mum in heart to heart with her daughter. "It's practical." Apart from the sketchily drawn all-purpose man (tolerant laughter from behind the *Daily Telegraph*) Ms Teale's account of growing up is painfully acute, as are the performances of her four person cast.

The same writer's *Silent Night*, dealing in greater detail with one stage of teenage life, is also worth seeing at the same venue. Polly Teale writes about young people with terrific insight. I know about comparisons being odious, but watch out W Russell, A Bleasdale, et al.

Very young people, including one under two years old, whooped with delight and fell into engrossed silences at the antics of Platypus Theatre's *The Clown in the Land of the Kangaroos*. Platypus is a two-handed team, Australian and German, with an accurate sense of things theatrical, and their clowning, kangaroo



Tear Now's 'End of Empire'

Curious and comical

Nick Baker on the Fringe

hopping participation show with puppets and singing is great value for the under sixes. They return to the Masonic Lodge after a week in Edinburgh schools.

The Children's Music Theatre has changed its name to the National Youth Music Theatre but the main ingredient is the same - superb singing. Jack Spratt VC at the George Square Theatre is an unashamedly jingoistic musical about two orphanages in Westmoreland and their attempts to help the First World War effort. The boys' orphanage is run by a swimming med Welshman and much of the play is about young Spratt's personal battle with his fear of water. There are lots of jolly (and genuine) Georgies joshing cheerful cockney sparrows who've never seen a sheep in their lives and plenty of mawkish songs with titles like "What's it Like to be a Muvver Who Loves You?" and "Give me a Ticket to Heaven". David Scott and Jeremy James Taylor's new script is curiously perhaps just unfashionably - uncritical in its view of war. The benefactor of both homes is a gunpowder magnate, treated with total sympathy as he prepares to make a bomb out of the coming conflagration.

In any event, the choreography and comedy is wonderfully inventive and the songs have you whistling along the Royal Mile. Look out for Lindsay Dowden as Spratt Senior - a dead ringer for the young Max Bygraves.

Another new Young People's musical about war, *Agincourt*, performed by Edinburgh Youth Theatre, has Baden Powell House bursting at the seams with its huge cast. Claiming to be a post-Falklands version of *Henry V* set to music, it's lustily performed but desperately in need of a trim. Some of Nathan Joseph's Shakespeare paraphrasing and plot condensation is a bit painful and the songs, particularly the solos, make the pre-battle plot sag somewhat.

Plot problems too for John Roan School's Ordinary Level Theatre Company. Their *Time and Motion Show* - an ambitious musical for children - has Father Time running out of the door and the wicked villainess, Warp, threatening to take over and rearrange history. David Birch's script has some funny characters but short on action and long on language. Once again, song and dance save the day.

Song and dance of an infinitely more sophisticated kind at the Assembly Rooms, where Brightside, Lumiere and Sons' backstage dance-drama, aims to develop themes of blind optimism, obstructive cynicism and misguided treachery. A luminously visual piece of theatre, it has Stella, a young dancer, and her alter ego (played by a man) getting wrapped up in what turns out to be justified paranoia, as she rehearses a modern dance piece with the aid of a loopy designer, a self-centred composer, a Machiavellian choreographer and a nasty entrepreneur. Art about art often gets rather exclusive but the singing and violently expressive dancing are breathtaking.

Also at the Assembly Rooms, and in complete contrast, Up and Under II, ex teacher John Godber's defiantly populist sequel to his West End hit about amateur rugby. Godber claims to have been inspired by the film *Rocky III* but the humour in this piece seems to owe more to the old Cloggies cartoon strip in *Private Eye*. If you're a teacher, you'll wince at the character of Phil, the team's intellectual, who takes his teachers' shoes onto the field and sulks at having to go and see *Rocky III* as part of the team's psychological preparation for the big match. Most of the jokes, though, are of the thick-bloke-taking-everything-literally variety. Intermittently juvenile and funny, the play's real strength lies in the climactic match scene, in which five men play thirty with consummate ease.

The same sort of multiplication is achieved in *Treacle Theatre's Flattered*, at the Lyceum Studio, in which four actors silently play about 15 with the aid of quick costume change and expressive three-quarter head masks. Really, the masks are the stars of the show - sardonic, weepy, jovial, beery, they help enact a ghastly night out which starts in the pub and ends in the casuals yards. An excellent introduction to those who fight shy of mime, there are some very funny moments and one or two genuinely tender ones.

Mime of a completely different kind back at the Assembly Rooms, where Theatre de Complicite's *More Bigger Snacks* provides one of the most eccentric theatrical events I've ever witnessed. Four men sit in a scruffy room, blatantly watching a television opera, interrupting themselves to create the sights and sounds of Cairo, invent an Italian Restaurant, experience a vision of a Florentine *deus ex machina* from behind the sofa and fly to Australia. It's stream of semi-consciousness stuff, fascinating, funny, minutely observed but irritatingly slow.

The only irritating thing about *The Red of Europe* is that it's in Polish. Tear Now's cast of 61 (one has it seems, defected under the direction of Janusz Winiarski) creates an atmosphere somewhere in the space between Georg Grosz's drawings and Francis Bacon's paintings. On a cramped set, lit from below for added tawdriness, Wisniewski gives us a horrifying image of a Europe in torment, followed by starvation, inquisition, torture, war and death. There is no acting, no characterization *per se*. The players' individuality is expressed directly superficially, through costume, make up and movement. There is a dwarf and a giantess, both real. The players move like automata (in fact some turn out to be extraordinarily convincing dummies) or figures in an apocalyptic freakshow.

Wisniewski's obscure programme note leaves one in no doubt that the play's script is not its most important feature. No plot outline is provided, presumably because there is no plot. Also the same, it's a deserving winner of a Fringe First award - a genuinely disturbing piece which will leave you with no desire for a Volvo, however green, nor any appetite for one of Mrs Worthington's sausages.

Also for children: Walpole Hall, Chester Street. August 26-September 1. *Glasshouse Street* and *Daydreams* (One man shows by Peter Curtis).

Cluny Church Centre, 3, Cluny Drive. Until August 31. *Snoopy Festival* Theatre of Southern California. *Fat-puffs and Thimble* until August 31, performed by Manchester Umbrella Theatre Workshop. 34 Hamilton Place. Theatre in Progress Children's Theatre Workshop August 26-30. Saturday August 31 - performance of play, *The Outsider*, based on the week's workshops.

Theatre Workshop Company in *Chiderella Tinkle*. Mad mix of song and riotous fun. Until August 31. Edinburgh Children's Circus. August 23 and 24. Theatre West End, St John's Church, Princes St. *You're a Good Man Charlie Brown* August 26-31. Red Rose Theatre, Candlemaker Row. Until August 31. *The Little Prince* (Mon/Wed/Fri) and *Peter Rabbit's Tale* (Tue/Thurs/Sat) and *Wooden O* Theatre Co. in *Wuthering Heights*. Until August 31 and touring London schools in autumn term (details 01-741 8196). Cephas Cellar, St George's West Church, Shandwick Place. Until August 31. *Rumpelstiltskin* Edinburgh Puppet Company.

Rudolph Steiner School, 43 Polwarth Terrace. August 23, 24 only. *Yentudee* Puppets, just returned from international tour.

Young People's Theatre: Craigmount High School Theatre, Craigs Road. Until August 30. *A Night to Remember*. Modern melodrama on the Romeo and Juliet theme, performed by Open Stage Junior section. James Gillespie's High School. Lauderdale St. Until August 31. *Thyrs Bankhead* Youth Theatre. Original ballad opera on the life of Mary Queen of Scots.

Assembly Rooms. *Cupboard Man*, August 26-31. NSDF Award winner.

Other highlights: Lyceum Studio, Cambridge Street. Actors Touring Co. *Ubu in Chains* until August 25. August 26-31. *Molière's Le Bourgeois Gentilhomme*. Eric Bentley. First ever European concert by well known Brecht expert. Until August 31.

Theatre Workshop, 34 Hamilton Place. The Kosh in *Marked Cards* August 23 and 24 only, then touring to youth clubs and schools in dance/drama/musical performances and workshops. Details 01-559 8514.

Joint Stock Theatre Group in *Fire in the Lake* until August 31.

Kick Theatre Co., St Catherine's Hall, King's Stables Road. *King Lear* until August 31.

Funny turns

Edinburgh has chosen the theme of the Auld (and often strained) Alliance between Scotland and France as the focus of the festival this year, with opera by Chabrier and Debussy, ballet from Bizet, a wide selection of art and music, and plays by Molière and Hugo. What is less certain is whether Perth Theatre's production of Molière's *Le Bourgeois Gentilhomme*, "freely adapted" by Rikki Fulton and Denise Coffey as *A Wee Touch of Class* (Churchill Theatre), should also be included in the list.

Rikki Fulton has prepared a Scots version from Coffey's English translation; in removing it two languages away from the original, it has been transformed. M Jourdain becomes Archie Jenner, a successful Edinburgh businessman (in 1822) hell-bent on acquiring culture and elbowing in on the aristocracy, whom he holds in blind veneration. Unlike Molière's character, Fulton plays Jenner as a wholly uncultivated newcomer to the finer arts, and turns the original's sardonic wit into broad comedy.

Fulton has achieved success with Molière in the past, notably the BBC production of *The Miser*, and demonstrates once again his remarkable talents as a comic actor. The supporting cast are a little anonymous beside him; it is as near to a one-man show as is possible with a cast of 15. Jenner's ludicrous clothes, his broad Scots, and his ability always to do the wrong thing push the performance to the borders of farce. It is a hilariously funny entertainment, and no scene outstays its welcome; I am not so convinced that it is Molière.

Farce seems to be popular this year: a subsequent production will feature the Theatre of Comedy in an English adaptation of Feydeau's *Le Dindon* by John Wells, *Turkey Trot*, or *Women All Over*. If by no means farce, Sharmar MacDonald's *When I Was a Girl, I Used to Scream and Shout*... (Royal Lyceum) certainly draws on broad comedy, particularly in the wickedly funny exchanges between Fiona (Eleanor David) and Vari (Julia Blacklock) as schoolgirls trading sexual misinformation, a state of affairs abetted by Fiona's mother Morag, a wonderfully astringent Sheila Reid. The play perhaps relies a little heavily on stereotypes (Morag is played as a near-caricature Morningside lady, with all the affection that implies), and not only for comedy.

MacDonald draws upon a highly conventional notion of Scottishness and sexual inhibitions to carry the emotional as well as comic weight of her action. Like all stereotypes, hers are at once true and inadequate, and the dramatic aspects of the play suffer accordingly. The painful resentment which exists between mother and daughter has a tendency to be effaced in overly jokey exchanges; but then, that too is a Scots trait. It remains an auspicious debut which would probably benefit from less imposing surroundings, and will touch a few nerves this side of the border. In posited nerves this side of the border. In posited nerves this side of the border. In posited nerves this side of the border.

The film set out to make it clear that hooliganism was nothing new. It survives as part of a long-standing holiday tradition. The earliest days of professional football were not free of the problem: the pre-First World War "White Horse" Cup Final produced scenes reminiscent of last season's Luton vs Millwall clashes. Nor is it an exclusively British problem. In Latin America, the death count at a single match topped 300 and sparked days of rioting. Sixty-nine died at a recent Soviet club game; on the night of the Heyel riot, ten were killed at a game in Mexico.

It was only in the 1950s that soccer hooliganism became understood as a distinct phenomenon, as part of the moral panic surrounding a rampant youth culture. It took a further 30 years - and deaths at Bradford, Birmingham and in Belgium - for a British

government to take what increasingly seemed the inevitable, though not necessarily sensible, step of direct intervention. The new season opens with an alcohol ban, increased police presence and monitoring of crowds, the possibility of ID cards and a ban on away supporters.

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Rikki Fulton and Denise Coffey in 'A Wee Touch of Class'

EDINBURGH FESTIVAL

Talking about television

by Kenny Mathieson

If there was little evidence that opening selected sessions of the Television Festival to the general public had attracted many visitors, there was certainly no shortage of controversial talking points to be aired. The event was inserted in the middle weekend of the Film Festival this year, with John Schlesinger's *Masculinity* setting the agenda for Saturday's main debate on the relationship (or lack of it) between television and the cinema.

Schlesinger's argument that both were becoming increasingly dependent on one another was challenged in a provocative opening by David Cunliffe of Yorkshire Television, who claimed that "film has been almost disastrous for television". In recent years, while director Marek Kaniwsky stressed the "illusion of similarity" between their actually differing requirements, Cunliffe's challenge was generally denied but the calls for greater cooperation in troubled times like these never moved much beyond the statement of laudable generalizations. Practical suggestions were largely conspicuous by their absence, a common occurrence at this event.

The emergency debate on the *Real Lives* crisis was an exception: the delegates were unanimously in no doubt as to the decision they wanted taken. The decision of the BBC board of governors in overruling their management and preventing the screening of *At the Edge of the Union* was condemned without dissenting voice, and a vote created to send a telegram demanding the earliest possible reversal of a disastrous decision. It has done good harm to the BBC's currently shaky credibility and standing in the eyes of the industry and viewers alike, both here and abroad. Many felt only immediate action could prevent that

damage being irreparable, and called on the board of management unilaterally to restore the programme if need be.

The debate was preceded by a screening of the offending item. While it was a coldly terrifying report on the extremes of political feeling in Northern Ireland, there was clearly no justifiable reason not to broadcast it. Indeed, the programme should be widely seen if only to remind viewers of the dangers of the gulch which exists in Ulster. Listening to McGuinness and Campbell utter atrocious and barbarous views seconds after watching them play with their small children is a sobering experience.

The problem, moreover, may not be limited to this programme: the Home Secretary's letter seemed to imply that all programmes on the delicate political situation in Northern Ireland should be similarly proscribed, though Vincent Hanna of BBC News did report that a "senior Tory" has not meant to actually ban it. The resulting furor has left the Home Secretary looking distinctly suspect, rather than covering him in the event of any controversy.

On a rather more Machiavellian level, one delegate suggested that the Government's real reason for not wanting it shown was not the position advocated by McGuinness, but the extremism represented by Campbell, given their support for the Unionist cause. The wider issue of terrorist manipulation of the news media had already been scheduled for a session during the *Real Lives* affair, and *Sunday Times* editor Andrew Neil (cast as the villain on more than one occasion here) expressed some concern over the recent coverage of the Amal hijacking, while Paul Friedman of ABC News put the case for his

company's policy in the affair.

The presence of South African editor Harold Pakendorf attracted a demonstration outside as well as broadening the terms of reference of the session. The general feeling of the meeting seemed to be that while there are probably risks to be run in providing Mrs Thatcher's "oxygen of publicity" to terrorists, the dangers of failing to do their job, or of turning over control to either government or police authorities, were considerably greater.

Sunday was given over to the recurring topic of whether public service broadcasting, with the Peacock Committee the particular focus. After Professor Peacock's statement of intent, the politicians and professionals were given their say. The debate passed off surprisingly tamely, the end (although Andrew Neil did manage to arouse Michael Grade's ire at one point), consisting largely of the kind of statements of position which Peacock will receive in his evidence. This is a story which will run and run: its eventual outcome will be of crucial importance to the future development of a currently troubled British broadcasting service.

Away from the heavy political debates, sport was the focus of a session, as was the position of independent producers and the future structure of working practices within television. A session on scratch video considered the legal and economic aspects of this latest development in the video maker's art, but clearly made a vivid impression on many delegates as an exciting programming development. The final session, "Can Actors Manage?", finished the festival on a high note, with American visitors Ed Asner and William Goldman both outspoken and entertaining. It was a pleasant bonus that a session on the "new" ending to an event which had been preoccupied with dismal problems.

The book vs the box

by Neil Munro

A consensus that television did not harm the reading habits of the avid young reader, but could affect the not-so-keen reader emerged from a discussion at the Edinburgh Book Festival sponsored by The TES Scotland, which is celebrating its twentieth anniversary.

"The keen reader will be a keen television watcher as well," according to Robert Leeson, author of the range Hill books. He pointed out, however, that while television has displaced the book as the dominant story medium for children, the purchase of books by children was far higher than in the pre-television age; there were now 23,500 children's titles in print.

Bernard MacLavery, author of *Cal* and a former teacher, agreed that children who were avid readers retained their critical faculties about television programmes - "My own children read and watch *Dallas* - but with guilt."

Margaret Meek, a children's book expert who lectures at the University of London Institute of Education, said the accusations now levelled at television used to be laid at the door of comics and films - that they would turn children away from serious reading and dull the brain. The only difference with television was that it was new. She suggested that "reading television" was important - "It is not just chewing gum for the eyes, but means of telling us about ourselves that has to be read as critically as any book."

Miss Meek added that television can help young readers to appreciate what a book is, how to read a picture and how to develop a story.

Joan Lingard, whose *Maggie Books* have been adapted for television, stressed the importance of adapting books of a high standard in order to increase the audience for them.

An interesting discussion was prompted by Bernard MacLavery's revelation that he had jumped from *Biggles* to *The Brothers Karamazov*. How is that progression achieved? Sex was a marvellous hook, MacLavery declared. We don't really know, replied Meek. Word-of-mouth recommendations, suggested Leeson. Good teachers and good librarians, thought Lingard. An older young person passing on a book or a "reading mole" in a class who might recommend a book at the teacher's behest, concluded MacLavery.

When it was suggested that children had lost the skill of fast reading because of television, Margaret Meek said the trouble in schools was not with fiction. "Television produces information and books on information are very much harder for children to read, usually because they are very badly written. What looks like readers' problems are actually writers' problems." She said teachers were bad teachers of reading because they never had difficulties themselves. "They're the ones who liked it and never had to deal with the problem."

Bob Leeson, describing television as akin to the oral tradition, attacked the "absurdity" of requiring special training to enjoy a story. "We ask children to read and judge them according to how well they do it, assuming that if they cannot they have no imagination. Some of the most restrictive imaginations I've had to deal with were those who had a surfeit of Enid Blyton."

A final heretical thought was offered by author and teacher Christopher Rush: "Reading has always been the prerogative of a small, snobbish clique. I was brought up in a bookless house and was actually saved by television. It got me reading and I've hardly watched any or it since."

ARTS

The train gangs

Hooligan TV August 20.

They are far from the mindless morose layouts the press still likes to portray. They are tidy, sober, for the most part in work, and they are articulate (alarming so against the hand rhetoric of the authorities). Their actions are in no sense random or "meaningless" but as formulated by some medieval pitched battle and with no less complete a sense of the values at stake.

As part of the great media swirl round football and its problems, *Hooligan* explored the activities of West Ham United's notorious Inter-City Firm, the tightest-knit and most feared of the London soccer gangs. Members appeared openly before the cameras and talked calmly and frankly about actions that still inspire fear and outrage among the public at large, though, so far, little comprehension. The film also featured snippets of their street fights: good hand-held *cinéma vérité* stuff but for the most part mercifully obscured by jogging hands and jostling bodies.

The film set out to make it clear that hooliganism was nothing new. It survives as part of a long-standing holiday tradition. The earliest days of professional football were not free of the problem: the pre-First World War "White Horse" Cup Final produced scenes reminiscent of last season's Luton vs Millwall clashes. Nor is it an exclusively British problem. In Latin America, the death count at a single match topped 300 and sparked days of rioting. Sixty-nine died at a recent Soviet club game; on the night of the Heyel riot, ten were killed at a game in Mexico.

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government to take what increasingly seemed the inevitable, though not necessarily sensible, step of direct intervention. The new season opens with an alcohol ban, increased police presence and monitoring of crowds, the possibility of ID cards and a ban on away supporters.

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you against us."

The police Federation feared that *Hooligan* might "glamorise" the gangs they are trying to stamp out; "glamorise" is odd, as no more than the backing brush brought into play when the authority can marshal less reason than its foes.

The astonishing truth is that the ICF and its rivals are expressing precisely the same "Victorian" - actually Edwardian - values so vigorously espoused by a government pledged to the gangs' downfall: the family and the tribe; hard work and money (aunt's grounds in poorer areas focused on jobs, clothes, cash, even to the potlatch throwing of pound coins, conspicuous aggression); clear sexual division and male domination; territoriality (stretches of terracing no less insignificant than the Falklands are defended with ardour); North and South; Them and Us (one fan points out the parallel with the superpower standoff); Ironically, the Manchester United fans are known as The Red Army).

The fans were genuinely puzzled when England footballers overseas saw themselves as gladiators, good naturedly disarmed. One ICF member suggested that while the upper classes had the army (an odd sociological assumption) young working class men had football and only football. And as one of the Leicester University sociologists studying the hooliganism found, violent fans are, in the absence of anything more meaningful, acting out their own conception of the essence of being English. That, perhaps, is the greatest irony of all: one that drinks bans and ID cards will hardly resolve.

Brian Morton

Land army lines

If You Wanna Go to Heaven National Youth Theatre at the Shaw Theatre, until August 30. The Caucasian Chalk Circle National Youth Theatre at the Jeanette Cochrane Theatre, until August 31.

"We've got songs for you, a few battles and some jokes." There is a stage convention dating from the early 1960s which covers the theatrical presentation of war. *Oh! What a Lovely War* laid the foundations. A little later Ken Lee's *World War Two* sing-along *Happy As a Sandbag* added the idling, and now the National Youth Theatre have put the cherry on top.

Their play *If You Wanna Go to Heaven*, which won first prize in this year's NYTTexas play competition, was ostensibly about life among the Land Army girls in the last war. We met an awful lot of them as they arrived with their suitcases (but oddly without their gas-masks) in a small West Yorkshire town. We saw a lot of them as they paraded with pitch-forks and hoes, and more than anything else we heard a lot of them. In the course of the evening they must have sung their way through the complete *World War Two* songbook.

But that was about all. The sprawling play was crammed with incident but had no overall theme or plot. It taught us something about life in the

Women's Land Army, but only the sort of incidental detail which can be picked up from autobiographies and reminiscences of the period.

What it didn't do was explore the effect that service in the WLA had on the girls. Right at the start the central character Esther said: "I'm nearly 20 years old; in four months time I'll be a woman." It was just as well she told us. Although the play spanned most of the war, Esther's development went quite unmarked.

On the other hand *If You Wanna Go to Heaven* did provide the NYT with plenty of good parts for girls. It had a cast of 30, nearly all of them female, and that fact alone will probably ensure its survival. Large-cast plays are thin on the ground these days.

For most of the time one has to go back to the "classics" to Shakespeare or to something like *The Caucasian Chalk Circle*, which is just what the NYT have also done. Edward Wilson's intelligent production usefully occupies no less than 50 people. Brecht would be happy with what they achieve. Good ensemble playing, inventive staging and above all a musical accompaniment (by Colin Sell) which turns the whole tale into a sort of Berlin singspiel add up to one of the most satisfying productions of the play seen in London for quite some time.

Hugh David

The formation of the Young Company at the Birmingham Repertory Theatre, whose first production, *Wuthering Heights*, opens on September 4, marks a return to the repertory tradition once so familiar in the regions. This group of nine actors and actresses, some new to the profession, some with a few years' experience, will be under the direction of Derek Nicholls, ex-teacher and director of the Birmingham Youth Theatre. He is looking for "energy, vitality, even a degree of roughness" from his company and will be directing most of the

productions himself. *Wuthering Heights* will be followed by *Dead Men* by Mike Stott in October and Dario Fo's *Accidental Death of an Anarchist* in November. The Christmas production, *The Snow Queen*, will be followed by three other productions taking the programme into June.

The Young Company, budgeted for as an integral part of the Birmingham rep's plans, will undertake regular touring in the Midlands. Various educational workshops, based on current productions, will be organized by Derek Nicholls.

RESOURCES

In 1791 Wolfgang von Kempelen built a talking machine from wood, leather and reeds. To make it speak required the dexterity and musicianship of an octopus given to playing two one-man bands simultaneously. While electronics can look after the subtleties inherent in making a machine speak, a good deal of work still remains to be done. Recently the Loughborough Micro Project (LMP) has just been granted £10,000 by the Council for Educational Technology (CET) and £5,000 by the publishers, Longman to continue work in this field.

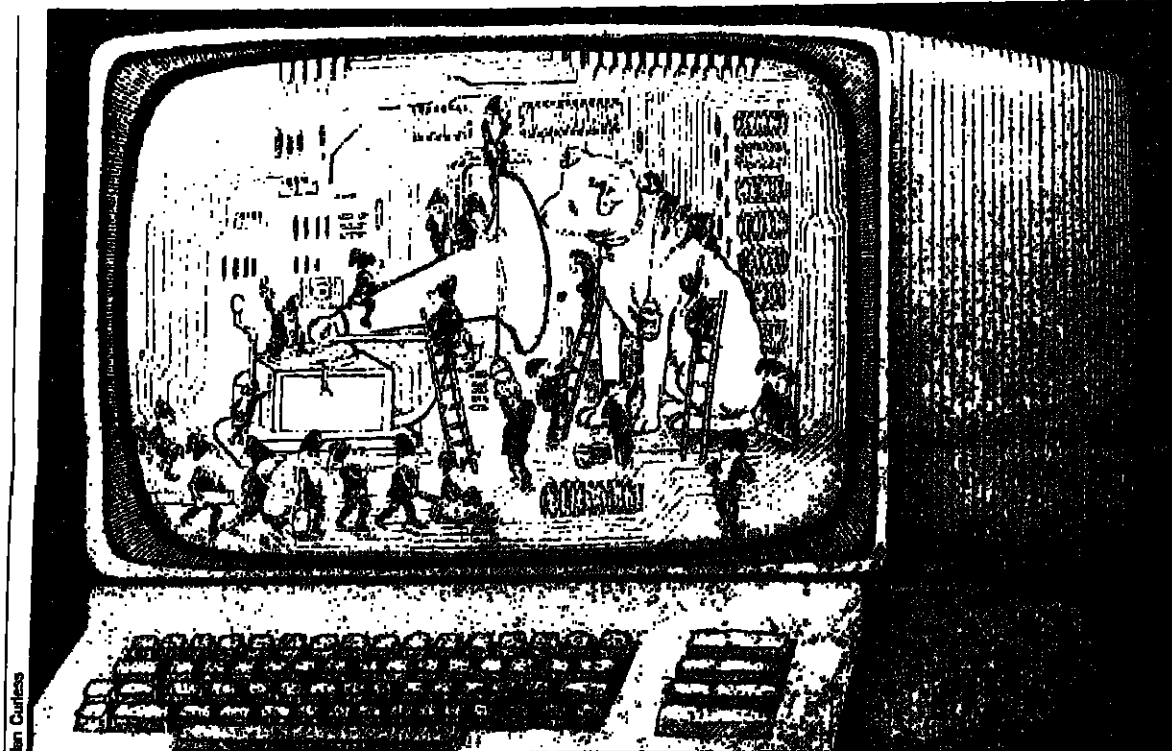
During the last five years, increasing interest has been shown in artificial speech by those engaged in the race to develop the "fifth generation" computer. Following a Japanese decision to build such a machine by 1990, more or less regardless of cost, the government commissioned and implemented the Alvey Report. This involved an intensive program of research, part of which is into speech recognition and speech synthesis (spoken output) and will cost £7.8 million. This is because the current interface between computer and person is weak - relying on a keyboard or, more recently, some other manual device such as a mouse or touch-screen. If machines could recognize, respond to and produce recognizable human-sounding speech then communication between person and machine would obviously be much easier.

Speech recognition

My favourite listening/talking computer is Eddy in the "Hitch-hiker's Guide" books. Emulating him is proving difficult however. Recognizing a variety of accents, voices and words through a microphone - a telephone for example - can be hard for people let alone machines, so this area is less well advanced than spoken output. There are, however, some systems around, which can be trained to recognize a particular speaker using a small vocabulary, and Apricot, a business micro on the market which does just that. Given the massive effort being made all over the world to crack the problems of speech recognition, something approaching a satisfactory solution will probably appear during the next few years.

Having these facilities on a school micro would be valuable. The problem is that while industries such as defence, information technology and telecommunications can invest large sums in cooperation with governments (knowing that they will probably get a return on that investment), it has yet to be proven that a market of any size exists in education.

Publishers are losing money on school software and the bottom has completely dropped out of the home



Talking machines

How near are we to being able to converse with computers. Tony Gray reports

market for educational programs. Schools have barely enough cash to spend on books and other resources, they cannot afford luxuries like software. For specialized hardware which is perhaps required to do the talking, the market is even smaller.

Hence, little commercial investment in the future of educational software has been made. And public funding cannot bridge the gap between what is required and what is available in either software or research funding: software packages rooted in classroom training and research cost at least £15,000 each to develop.

So, although worthwhile applications of talking computers in education exist, research into software and hardware will only plod along due to lack of resources. This, despite the fact that English language software has an international market and UK educational software is regarded as among the best in the world. Once again, education is regarded as peripheral rather than central to national success.

Selecting a system to make a micro-computer speak involves confronting a dilemma: you can either have poor quality speech with a limited vocabulary or acceptable quality for a few phrases. This arises from the technology involved. Ideally one would wish to identify all the speech required for a program, record it digitally, store



these numbers as data, and call upon the data as required. This would result in speech of very high quality. Unfortunately, the data rate is 96K per second of speech. The BBC micro has a usable memory of about 25K at switch on; consequently, we need to reduce the data rate somehow.

One solution is to build each word from a small number of phonetic elements which the computer can store and speak. This results in an unlimited spoken vocabulary of dubious quality. Alternatively, you can use some fancy mathematics to reduce the amount of data and store a limited number of complete phrases of acceptable quality.

What we need is some way of having unlimited vocabulary of acceptable quality and several teams have been trying to solve this problem. In Loughborough, drawing upon work done at the Joint Speech Research Unit, Dave Quarmby has now designed a board which speaks an unlimited vocabulary with unprecedented quality. The

board is now being made by Loughborough Sound.

As with previous unlimited vocabulary systems, the speech is made by combining phonetic elements - in this case from a selection of 72. The improved quality comes from looking at the inter-phoneme boundaries. When you hear a piece of speech synthesized from elements, each element is heard as one unit and you perceive the joins. Also, in real speech, each phoneme varies depending upon those on either side. The LSI synthesizer cleverly plasters over the cracks thereby smoothing these inter-phoneme boundaries. Control over pitch, duration and stress is also possible. Hence the high quality of the utterances.

CET grant

Our grant from CET is to allow us to explore the educational potential of this new-generation speech device. The work will be in four areas. First, we will be writing a phonetic editor which will allow users to create phrases, listen to them, edit the sounds and build in the prosodic features which give speech naturalness. Second, we will be developing a user-interface which takes into account the effect of adding speech to graphic and textual output. Third, we will be writing some demonstration software to illustrate the way in which speech can create new possibilities in educational programs. And finally, we will be trialling this material in schools. We hope to finish this work by April 1986 and make our findings available as soon as we can after that. In the meantime, if anyone has been using a speech synthesizer in their classroom, we'd be very interested to talk to you - if not your computer!

REFERENCES

To receive copies of the Loughborough software on approval and a free video showing the programs in school, please contact Barbara Arkell on 0279 26721 "Word Perfect", TES May 27 1983

Gray, A. F. The Educational Applications of Electronic Speech Synthesis. In Bristol, G. Electronic Speech Synthesis, Granada, 1984

For information contact Loughborough Sound Images, The Technology Centre, Epinal Way, Loughborough.

The need for a good user-interface and our approach is discussed in "Screen Tests", TES November 7, 1983.

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Dangerous suppositions?

The Trouble With Lindy's Liftshaft Written and read by Andy Smith Paperback £1.10 and audio cassette £6.95 Longman's Knockout Series.

I mean, it stands to reason, doesn't it? If you're some big lummax of a teenager and you're not all that clever at the old reading lark, you want something to suit your tastes. Janet and John and Ludibirds hardly fit the bill, do they? No. What you want is something a bit tacky. Something with a bit of go in it. Action. Violence even. Something your Grandma wouldn't like. And not too many words you can't get your luscious gear round. No long sentences, either. Get my drift?

Initially, the idea of Sam Spade for slow learners, the style adopted for this pair of stories, seems attractive. The Trouble With Lindy's Liftshaft is an authentically hard-nosed murder thriller-cum-ghost thriller with a nice line in throwaway humour.

"Anything electrical attracted Johnny. Particularly if it belonged to somebody else. Or it wasn't nailed down. Or it was minding its own business on the back of a lorry. If it looked lonely, Johnny the Nose would take it for a walk."

Its companion piece in the book, a short story called Wally and the Screamer, adopts that same terse style.

those with a reading age of nine and an actual age of 14+.

The accompanying cassette, read by the stories' author at a slow enough pace for a slow reader to keep up, could be used to encourage children to go on with the story by themselves, although its intention seems to be to aid the reader to read and listen at the same time.

It could be argued that books like The Trouble With Lindy's Liftshaft are making dangerously unwarranted suppositions about the adolescent slow learner. The supposition is that the slower learner, the closer he or she is likely to be to "the low life" of crime, particularly evident in the first story. Some teachers might take Andy Smith to task for pandering to the tastes of hangers about on street corners and watchers of video nasties.

To be fair to the book, the blood and guts are treated with a light touch, with more suggestion of horror than horror itself, apart from a casually described stabbing in the first story. There's also a fairly careful choice of language.

Many remedial teachers particularly those who work with older pupils subscribe to the theory "I don't care what they read as long as they read". For them, books like Lindy's Liftshaft will be very useful indeed. Non-subscribers to that theory might be well advised to sample the stories.

'La rage'

by Victoria Neumark

Louis Pasteur and Rabies: A Century of Vaccination Until September 29 Admission free, free leaflet available. Science Museum, South Kensington, London SW7 (Tel: 01-589 3456)

"Mad dogs and Englishmen go out in the mid-day sun..." "Not if they have any sense, the Englishmen don't." Since Louis Pasteur's "miracle cure" of a hundred years ago, some of the terror has been removed from "la rage". But anyone who still thinks it would be a good idea to bring back that sweet little kitten from their holiday abroad should visit this exhibition and realize their mistake.

Were rabies ever to recur in this country (it was finally eradicated in 1923), here are the extraordinary garments that would have to be worn to prevent the virulent saliva entering the system of those catching the rabid animals.

There are also a facsimile of Pasteur's original vaccine flask, original (and useless) recipes from the 16th century against rabies and material used by Pasteur in his work. There is a chart showing the current state of the disease in the world today - Europe is rather a danger spot - and information on the present vaccines. These are still not pleasant, even if you no longer have to have 16 jabs in the abdomen.

notes

ANATOMICAL MODELS

A number of the ESP range of human osteology and anatomical models manufactured by Griffin and George have recently been reduced in price. They include models of all major organs plus full-size and miniature skeletons. There are also a number of specialists models for more advanced teaching including a neurovascular skull and vascular arm. Copies of the new colour brochure can be obtained from Michael Landy, Griffin and George, 285 Ealing Road, Alperton, Wembley, Middlesex, HA10 1HX.

ARTS AND CRAFTS

"Enjoying and Arts and Crafts - a guide to museums galleries and country houses in the eastern region" has been published by the Eastern Arts Association. Major venues are included as well as those places with small collections or occasional exhibitions. Further information from: RA Wollen, Information Offices, Eastern Arts Association, B/S Bridge Street, Cambridge CB2 1UA.

VIDEO

"Fast Forward or Pause? Developing video work with young people" is a new booklet from the National Youth Bureau which looks at how video is being used and at its potential for helping to focus on elements of social and political education.

The booklet by Peter Skitchley brings together and assesses the arguments for developing video work with young people and examines how Youth Service cooperation with other local authority departments could form the basis for providing a central video resource.

It costs £1.75 post free from the Sales Department, National Youth Bureau, 1723, Albion Street, Leicester LE1 6GD.

WELSH LANGUAGE PROGRAMS

Three Welsh language computer programs for use in primary schools are published by the College of Librarianship in Wales. One program is based on an adventure story, "Dirgelwch yr Ogor", which the children have to read before they can play it. The other two are designed to develop the reading skills of 9 to 11-year-olds. Called "O Gaml gam" and "Cair yn ei lle", they include close procedure and sequencing exercises. The programs are designed for use with the BBC Model B and cost £5 (exclusive of postage and VAT) on cassette or £10 on disk (exclusive of postage and VAT). Further information from Eiddwen Edwards, Research Assistant, College of Librarianship Wales, Llanbadarn Fawr, Aberystwyth, Dyfed.

A teacher, a girl named Cecile. Said "Wordprocessors do make me feel Like I'm under attack From the front and the back And the wounds take a long time to heal."

This was the only entry received in response to last month's call for quality verse critical of wordprocessors and I have to admit that I wrote it myself. There just isn't a soul in the world who doesn't adore wordprocessors. Even scientists and mathematicians like me, normally awkward, shuffling creatures, uncomfortable when asked to string two syllables together, produce lucid lab reports and sparkling worksheets that are a joy to author and visiting HMI alike.

What is it about these silent, skillful devices that takes us from open-mouthed wonderment when we first encounter them to devotion, even worship, within a few days? Whatever it is, the appeal for children is just as great. Without a single splat! or crunch! from an exploding alien, a wordprocessor engages a child's attention, ignites his enthusiasm and lifts his creative spirit.

That, as you may say, is laying it on a bit thick.

After all, aren't wordprocessors to do with the Commerce Department? Have they really got anything to offer the more respectable branches of humanity? The answer is emphatically "Yes!" From the highest to the lowest or, as some would say, from music to P.E.

The ability permanently to record one's thoughts is one of the highest achievements of mankind. It is so important that, like Computer Studies, it is identified as being worthy both of study in its own right and as an essential ingredient in any scholarly occupation.

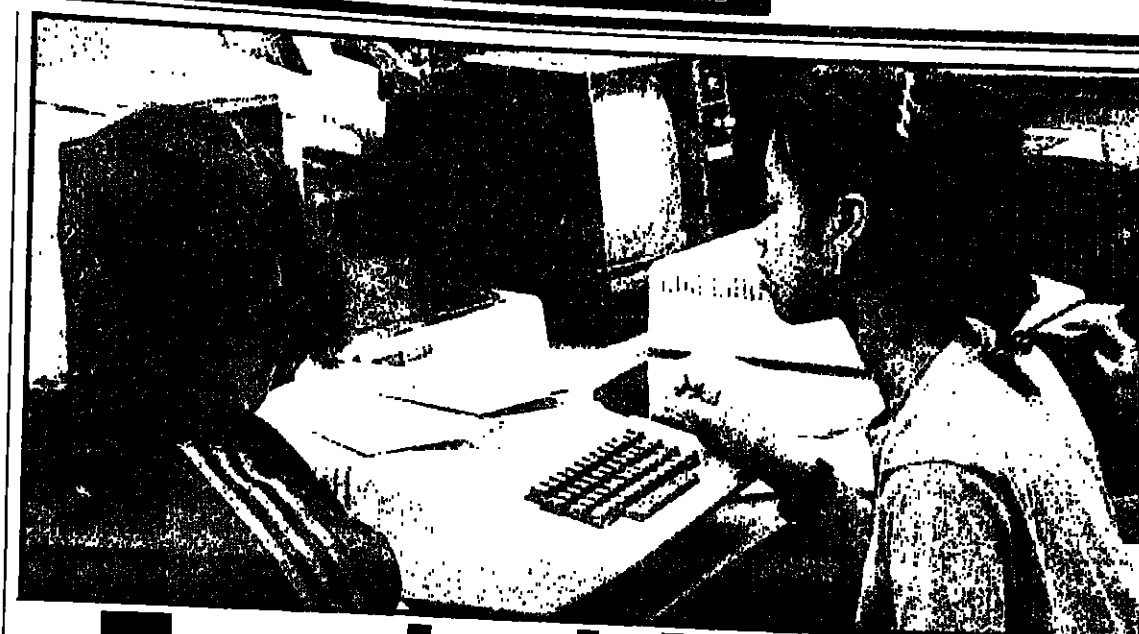
The tools that we have chosen for this activity have, strangely, not developed a great deal over the centuries. Indeed, there are some isolated mites, confined largely to the less accessible parts of the Essex marshes, who continue to employ a device in which a low form of carbon has been stuffed, in the vilest fashion, up the

end of a small stick of wood.

For the personal use, the wordprocessor is the first advance in thinking and writing since the pencil. The pen, and later, the typewriter, were actually backward steps and, of course, the printing press was quite irrelevant. A pencil does at least allow you to erase moderately large areas of text. Because of this, the pencil was not too bad a tool for thinking with. Thinking, writing, rubbing out and thinking again were all possible. The single step to the wordprocessor gave us the next giant leap for mankind because it alone allows us to think of something we missed and to stick it in the middle. That may not sound much. In fact, it has given us the world, because now we have a tool with which to expand our thought.

Right, we'd better get on and do a bit of expanding, hadn't we? In the moment, wordprocessing is probably the single most important use to which

RESOURCES



Everybody's friend

Bob Sheed on wordprocessors

computers can be put in school. Should we not expand our resources as we can to allow each child to get at a computer whenever the urge to write comes upon him? Nice thought, and some would say that it is only when children develop the habit of using a wordprocessor that their attitude to writing is influenced. This suggests that children need to do most of their writing on a wordprocessor, otherwise the habit is never established, and, if established, is not sustained. I used to talk like that myself. Yet it now seems to me that the wordprocessor's presence can be felt, even when it is not there.

I was talking to a twelve-year-old girl the other day. I've known her for some time and I would say that her approach to writing had been pretty typical. She might, if you were lucky, write down a few ideas in rough before she started, but then off she would go, attempting to produce the final product on the first run. It might not be perfect, she would

acknowledge, but there it was, done. No-one had ever succeeded in convincing her that detailed planning or a provisional draft might be worth the effort. It seemed like too much of a slog, writing something out in rough, only to have to write it out again in a final version.

Things are different now, though, she says. Now she knows what she is capable of achieving because she has used a wordprocessor. A wordprocessor, she was anxious to impress upon me, lets you revise what you have written until, at the end, you have managed to say what you have always wanted to say but never seemed quite able to. The discovery that you can get it right, in your own eyes, seems to be a most elevating experience. Life is never the same again.

I discovered her recently, copying out a letter she had written on a wordprocessor. She had not been able to get to a wordprocessor. "Was it worth the

effort?" I asked. She agreed that it was an effort, and treated me to her opinion of a government which starved education of vital resources, but there was, for her, no alternative. "I was really proud of that biology field trip report I did on the wordprocessor". She had reached a standard and did not want to let it drop.

All that may sound a bit simplistic and you might not even believe that it happened. Well, try it for yourself, or on yourself. See if you can be happy with a worksheet run off on a spirit duplicator after you have, just once or twice, walked boldly into a lesson clutching a fistful of worksheets that not only look professional but are professional.

Some very interesting ideas to try, in a variety of subject areas, are contained in *A Teacher's Guide to Word Processing* by Valerie Charles of Central Comprehensive School, Grantham. Based on the BBC View wordprocessor, it is available from the East Midlands MEP Regional Centre, University of Technology, Loughborough, for £7, a price which includes two disks containing the booklet exercises.

If you haven't yet got a wordprocessor, essential reading is *Word processing for Beginners* by Susan Curran published by Granada. It gives a comprehensive account of what wordprocessors can be expected to do and reviews a selection of popular wordprocessing packages, not so much to guide you in buying one or the other (there are some notable omissions) as to provide points to look for. How important do you rate on-screen formatting, for example, or the ability to move columns around as easily as paragraphs?

Finally, since I did mention music and P.E. have a look at *Microcomputing in Sport and Physical Education* by David Brodie and John Thorburn, published by Lepus Books - *Exploring Music with the BBC Micro* and *Electronics* by Kevin Jones, published by Pitman. All three books, and many others, can be viewed at your local MEP Information Centre.

Bob Sheed is Co-ordinator for Computing in the East Midlands Region.

MEDIA

Long prison sentences

Mary Cruickshank reviews a video on rubella

VIDEO

Go For It VHS, Betamax £12.50 Also available for hire free of charge from the National Rubella Council, 105 Gower Street, London WC1E 6AH.

"Please listen to me," demands Kim Wilde. "It could prevent your life turning into a disaster."

The message of *Go For It*, the National Rubella Council's nine-minute video on the need for immunization against rubella (German Measles), is too important to be ignored and a rock star presenter and disco-style introduction are good ways of ensuring it isn't, especially by its target audience of teenage girls. The film is slick without being superficial and cautionary without being frightening.

Jackie, now 14, was born brain-damaged and with multiple handicaps after her mother, who hadn't been immunized, caught rubella in the early stages of pregnancy. Much of the film is devoted to describing what this was to her and her family. Jackie is almost blind, totally deaf and with very limited intelligence or powers of communication.

We see her at home in her warm and loving family who nevertheless speak frequently of how her handicaps have affected all their lives. "It's a long prison sentence," her mother says, and she accepts that, with the exception of slight improvements in behaviour, Jackie won't get any better. Later in the film a doctor re-emphasizes that, while operations on enter-

acts and on heart conditions are possible, the deafness and brain damage of rubella affected children are irreversible.

The family's home life is sensitively filmed and the interview with Jackie's mother and sister carries the full force of people speaking from the heart of experience.

This persuasive film could be shown before a school's rubella immunization sessions are held, perhaps in a period of form time or social education. The commentary is reassuring as well as informative and emphasizes the simplicity and painlessness of the jab - "a simple prick, not nearly as bad as having your ears pierced", explains the doctor.

A number of important discussion points and questions are likely to be raised after viewing and the presenter's notes accompanying the video will be helpful here. A questionnaire for use with schoolgirls is also included, which recaps on the main points. The presence of parents during a viewing would clearly be an added advantage in impressing on the audience the importance of immunization.



Job creation

VIDEO

Control Yourself Industrial Common Ownership Movement, 7-8 The Corn Exchange, Leeds LS1 7BP. £39.50.

Only in the late 1960s did Scott Bader's concept of co-ownership really become accepted. As late as 1971, a mere dozen worker co-operatives were registered in Britain. By 1983, the six hundredth common ownership was recorded. This 29-minute programme is about seven groups of young people trying to create jobs for themselves, by setting up limited companies which are also workers' co-operatives. Unlike the glossy smartness of the individualistic young entrepreneurs who featured in the earlier video on a similar theme: *Self-Starters*, the budding businesspeople shown here are sharing their meagre profits among fellow workers in the enterprise.

The firms range from welders of wrought iron gates to a tea shop, from customizers of bikes to sign-writing. Often the joint owners find it difficult to manage the business democratically, and each evolved a natural spokesman. In the early years, many have to pay themselves well below the wage they would earn as an employee elsewhere, but the job satisfaction of self-employment partly compensates for the low income and very long working hours.

The user's notes summarize the main problems associated with co-ownership and suggest points for discussion. The programme provides an original resource for careers advisers and for teaching about types of business organization.

David Whitehead

Egg-laying mammals

VIDEO

Egg-laying Mammals: the Echidna and Platypus VHS: £95 plus VAT Educational Media International, 25 Bolleau Road, London W5 3AL.

This film describes the life history and the biology of a fascinating group of mammals. There are three major groups of mammals, of which the egg-laying mammals or Monotremes form one, but it contains only three existing species. It is now believed that all three groups evolved at the same time from a common ancestor.

The film starts by introducing the best-known example, the platypus, and provides a brief account of its discovery. Then we move to the Short Beaked Echidna, or Spiny Ant-eater and we see feeding on its major food, ants. A slow-motion, close-up shows the remarkable extensible tongue in action.

After an annual mating the female lays only one egg, which implies a high survival rate. The egg is seen in

close-up, as is the young echidna with its special egg tooth used to break through the egg-shell. The maternal care is illustrated. The young is first carried around and then later, when the spines begin to develop, left in a burrow. The distribution pattern shows that the species is widespread in Australia and New Guinea. In contrast, the other echidna, the Long Beaked, is a rare creature confined to New Guinea. It is a larger animal, about which little is known.

The final member of the group, the Duck-billed Platypus, is much better known. The salient points of its biology, which acts as a sense organ, and the poison spur, unique amongst mammals. Scenes shot underwater demonstrate the way in which the animal swims: it can remain submerged for up to three minutes. The reproductive cycle is described. The young are about one centimetre long at hatching, but grow to 12 centimetres by the sixth week, leaving the burrow at around 15 weeks.

This is a very attractive film, effectively photographed and well presented. It provides a good general background to the unique biology of the group. Importantly, it makes the point that the animals are not primitive "living fossils", struggling against the odds to prevent extinction. They form a successful group well adapted to their environment.

John A Barker

4 Titles Available For Recording From Sunday 25th August 1985.

Approximate Transmission Times

Tuesday 27th August 5.30pm Anything We Can Do - Series 1: Through The Steering Wheel - Repeats For Code B

Wednesday 28th August 8.00pm The World - A TV History: Making of Russia For Code E

Friday 30th August 8.15pm Shape of The World: The Communist Spectre - Repeats For Code B

Saturday 31st August 1.05pm I Could Do That: Getting Started - For Code B

For more information contact

QUILT LICENSING 6 Haydon Road, Peterborough PE1 5YB 0535 31511

Late Changes (0233) 312182

(087)

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE (TVEI)

TUTOR IN BUSINESS STUDIES
Applications are invited from teachers suitably qualified, and GTC registered for the above post based at the TVEI Centre in Havant.
The successful applicant will take charge of the Business and Information Technology area, and will have the opportunity to influence the curriculum on offer across the whole project.
Responsibility payment - £1,150 per annum

SECONDARY SCHOOLS

PROMOTED POSTS

PRINCIPAL TEACHER OF GEOGRAPHY
KELSO HIGH SCHOOL
Roll 771 Responsibility payment £2,865

PRINCIPAL TEACHER OF MUSIC
SELKIRK HIGH SCHOOL
Roll 562 Responsibility payment £1,815

TEACHING POSTS

MATHEMATICS
JEDBURGH GRAMMAR SCHOOL
Roll 455

MATHEMATICS
PEEBLES HIGH SCHOOL
Roll 177

MUSIC
EARLSTON HIGH SCHOOL (Roll 688) and NEIGHBOURING PRIMARIES

TEMPORARY POSTS

TEMPORARY SUPPLY RELIEF TEACHER OF FRENCH/GERMAN
PEEBLES HIGH SCHOOL
(September to mid-October 1985)

TEMPORARY TEACHER OF SPECIAL/REMEDIAL EDUCATION
GALASHIELS ACADEMY (Roll 1178) (early October 1985 to June 1986)

PRIMARY SCHOOLS

PROMOTED POSTS

HEADTEACHER
BURNMOUTH PRIMARY SCHOOL, near EYEMOUTH (Responsibility payment £1,353 per annum)

HEADTEACHER
LILLESLEAF PRIMARY SCHOOL, near SELKIRK (Responsibility payment £1,323 per annum)

HEADTEACHER
NEWCASTLETON PRIMARY SCHOOL (Responsibility payment £1,677)

HEADTEACHER
ST PETERS PRIMARY SCHOOL, GALASHIELS (Responsibility payment £2,448 per annum)

Closing date 9 September 1985

Application forms and further particulars may be obtained from the Personnel Manager, Regional Headquarters, Newtown St Boswells, Midlothian TD6 5SA. Completed forms should be returned to the Director of Education at Regional Headquarters.

REGIONAL COUNCIL

Borders

Appointments in Scotland

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undermentioned posts.

PRIMARY

HEAD TEACHER Responsibility Allowance £2,448 (subject to review)

*Greening Primary School, Harehill

Langlaw Primary School, Mayfield, Dalkeith (Re-advertisement)

Shirvan Primary School, Edinburgh (Re-advertisement)

Tolcross Primary School, Edinburgh

SECONDARY

PRINCIPAL TEACHER £2,355 (subject to review)

Armstrong Academy, Armadale

Technical Education

Bathgate Academy, Bathgate

Burnside Secondary School, Burnside

Foran High School, Edinburgh

General High School, Gorton

Holy Road High School, Edinburgh

Technical Education

James Gillespie's High School, Edinburgh

Musical

* Housing may be available for this post.

SPECIAL EDUCATIONAL SERVICES

St. Giles School and Centre for the Hearing Impaired

Broomhouse Crescent, Edinburgh

Post A Senior Teacher: Pre-School Home Visiting/Guidance Service

Post B Visiting Teachers of the Hearing Impaired (2 posts)

Applications are invited for the above posts. Staff should hold a recognised qualification for teaching hearing impaired children and have appropriate teaching experience.

Further information may be obtained by telephoning the Head Teacher (031 443 0304).

Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum.

Post A Responsibility allowance £271

plus allowance for secondary pupils £222

Post A + B Allowance for special qualification to teach deaf children £485

Candidates should specify for which posts they wish to apply.

Application forms and further particulars for all the above posts may be obtained from the Assistant Director (Finance and Manpower) Personnel Section, 40 Torphichen Street, Edinburgh EH3 5JL.

Closing date for applications is 9 September 1985.

The Times Educational Supplement - 18 August 1985.

(B131)

SECONDARY SCHOOLS (RE-ADVERTISEMENT)

ASSISTANT PRINCIPAL TEACHER OF RELIGIOUS EDUCATION

SELKIRK HIGH SCHOOL - Roll 562

Responsibility Payment £809 per annum

Closing date 9 September 1985

Application forms are available from the Personnel Manager, Regional Headquarters, Newtown St Boswells. Completed application forms should be returned to the Director of Education at Regional Headquarters.

(B140)

REGIONAL COUNCIL

Borders

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undermentioned posts.

TEACHER OF PHYSICS GRAINGROSTON COMMUNITY HIGH SCHOOL, EDINBURGH

TEACHER OF BIOLOGY DEANS COMMUNITY HIGH SCHOOL, LIVINGSTON

TEACHER OF MATHEMATICS/COMPUTING FORRESTER HIGH SCHOOL, EDINBURGH

TEACHER OF BIOLOGY FORRESTER HIGH SCHOOL, EDINBURGH

TEACHER OF MATHEMATICS HOLYROOD HIGH SCHOOL, EDINBURGH

TEACHER OF CHEMISTRY OLNEYSPERRY HIGH SCHOOL, EDINBURGH

TEACHER OF BIOLOGY ST THOMAS OF AQUINAS HIGH SCHOOL, EDINBURGH

TEACHER OF BIOLOGY THE ROYAL HIGH SCHOOL, EDINBURGH

TEACHER OF MATHEMATICS/COMPUTING WESTER HAILES EDUCATION CENTRE

Salaries will be in accordance with the Scottish Teachers Salaries Memorandum.

* A special payment of £485 per annum is made in respect of the ability to undertake work on a seasonal basis comprising 10 out of a possible 16 sessions per year, including a maximum of two evening sessions.

Candidates should specify for which posts they wish to apply.

Application forms and further particulars for all the above posts may be obtained from the Assistant Director (Finance and Manpower) Personnel Section, 40 Torphichen Street, Edinburgh EH3 5JL.

Closing date for applications is 30 August 1985.

(B142)

Colleges of Further Education

Directors, Principals and Vice Principals

SUFFOLK

COUNTY COUNCIL

EDUCATION DEPARTMENT

TECHNOLOGY

Applications are invited for the post of Director of Technology, to be based at the College of Further Education, Ipswich.

The successful applicant will be responsible for the development and delivery of the Technology Department, and will have the opportunity to influence the curriculum on offer across the whole project.

Responsibility payment - £1,150 per annum

Closing date 9 September 1985

The Times Educational Supplement - 18 August 1985.

(B143)

NEWCASTLE

UPON

CITY OF NEWCASTLE UPON TYNE

EDUCATION COMMITTEE

COLLEGE OF ARTS AND DESIGN

TECHNOLOGY

Applications are invited from suitably qualified graduates with experience in computing and electronic technology to the post of Principal of the College of Arts and Design, Newcastle upon Tyne.

The successful applicant will be responsible for the development and delivery of the Technology Department, and will have the opportunity to influence the curriculum on offer across the whole project.

Responsibility payment - £1,150 per annum

Closing date 9 September 1985

The Times Educational Supplement - 18 August 1985.

(B144)

Other Appointments

BARKING AND DAGENHAM

COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF SCIENCE AND TECHNOLOGY

TECHNOLOGY

Applications are invited from suitably qualified graduates with experience in computing and electronic technology to the post of Principal of the College of Further Education, Barking and Dagenham.

The successful applicant will be responsible for the development and delivery of the Technology Department, and will have the opportunity to influence the curriculum on offer across the whole project.

Responsibility payment - £1,150 per annum

Closing date 9 September 1985

The Times Educational Supplement - 18 August 1985.

(B145)

Other Appointments

BIRMINGHAM

CITY COUNCIL

EDUCATION DEPARTMENT

TECHNOLOGY

Applications are invited from suitably qualified graduates with experience in computing and electronic technology to the post of Principal of the College of Further Education, Birmingham.

The successful applicant will be responsible for the development and delivery of the Technology Department, and will have the opportunity to influence the curriculum on offer across the whole project.

Responsibility payment - £1,150 per annum

Closing date 9 September 1985

The Times Educational Supplement - 18 August 1985.

(B146)

Other Appointments

BIRMINGHAM

CITY COUNCIL

EDUCATION DEPARTMENT

TECHNOLOGY

Applications are invited from suitably qualified graduates with experience in computing and electronic technology to the post of Principal of the College of Further Education, Birmingham.

The successful applicant will be responsible for the development and delivery of the Technology Department, and will have the opportunity to influence the curriculum on offer across the whole project.

Responsibility payment - £1,150 per annum

Closing date 9 September 1985

The Times Educational Supplement - 18 August 1985.

(B147)

Other Appointments

BIRMINGHAM

CITY COUNCIL

EDUCATION DEPARTMENT

TECHNOLOGY

Applications are invited from suitably qualified graduates with experience in computing and electronic technology to the post of Principal of the College of Further Education, Birmingham.

The successful applicant will be responsible for the development and delivery of the Technology Department, and will have the opportunity to influence the curriculum on offer across the whole project.

Responsibility payment - £1,150 per annum

Closing date 9 September 1985

The Times Educational Supplement - 18 August 1985.

(B148)

Other Appointments

BIRMINGHAM

CITY COUNCIL

EDUCATION DEPARTMENT

TECHNOLOGY

Applications are invited from suitably qualified graduates with experience in computing and electronic technology to the post of Principal of the College of Further Education, Birmingham.

The successful applicant will be responsible for the development and delivery of the Technology Department, and will have the opportunity to influence the curriculum on offer across the whole project.

Responsibility payment - £1,150 per annum

Closing date 9 September 1985

The Times Educational Supplement - 18 August 1985.

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Youth & Community Service,

Further Education,
48-52 Station Road,
London N22 4TY

DETACHED YOUTH WORKERS

Salary Scale JNC 4 (1-5) £10,125 - £11,247
(Inclusive of London Weighting)

Two appropriately experienced and qualified (JNC) Detached Youth and Community Workers are required to join a team of four including the Co-ordinator, to work with identified groups of young people, who for one reason or the other, do not use established youth work provision.

Candidates will be expected to demonstrate that they have the skills to work with alienated young people, including Asians, Greeks and Turkish Cypriots and black females - and that they have a deep understanding of their needs and aspirations.

The Youth Service is very anxious to fulfil its belief that it should fully reflect the community and will welcome applicants, especially women, from ethnic minority groups.

Application forms from: Janet Miller, Staffing Section, Further Education, London Borough of Haringey, 48-52 Station Road, London N22 4TY. Tel. 861 3000 ext. 3122. Closing date: 6th September, 1985.

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Social Services

RED BANK SCHOOL,
NEWTON-LE-WILLOWS,
MERSEYSIDE WA12 8EA.

SENIOR ASSISTANT - ASSESSMENT UNIT

Salary Scale: Burnham Scale plus £1,110
Community Schools Allowance, plus £2,577
Extraneous Duties Allowance, plus £351
Responsibility Allowance

Red Bank Assessment Unit is a regional Observation and Assessment Centre, providing 40 places for boys aged 10-17 years. A further 8 places are available for assessment in secure accommodation. Candidates must hold a recognised qualification in teaching and have experience in the assessment process.

The successful applicant will be responsible for all aspects of education in the centre. He will be part of a team of senior staff who take full responsibility for the school during evenings and weekends.

Married or single accommodation is available on a temporary basis at a rental to be assessed.

Intending applicants are welcome to visit the school by arrangement with the Principal, or by contacting the Headmaster, Mr D. G. Martin. Telephone: Newton-le-Willows 4821.

Applications forms and further information are available from the principal.
Closing date: 6th September, 1985.

**Lancashire
County Council**
An Equal Opportunities Employer.

INTERNATIONAL BACCALAUREATE SCHOOL

Amman, Jordan.
مدرسة البكالوريا الدولية

ENGLISH TEACHER: Applications are urgently invited for an experienced teacher with EFL qualifications for Grades 7-12 (ages 13-18).

In addition to having relevant qualifications and experience (preferably gained in the Middle East), candidates should be able to contribute significantly to the School's non-academic activities.

The contract is for two years, thereafter annually renewable. The salary equates approximately to Burnham plus 30% and there is a terminal gratuity. Free furnished accommodation is provided together with the usual overseas benefits.

To apply please telephone Elizabeth Nixon, UK Office, International Baccalaureate School, 01-948 4714.

YOUTH & COMMUNITY

**DERBYSHIRE
COUNTY COUNCIL**
DERBY & SOUTH
DERBYSHIRE
EDUCATION AREA
YOUTH & COMMUNITY
SERVICE
South Derbyshire
CHURCH GREENLEY &
WOODVILLE
DISTRICT YOUTH
WORKERS

An experienced youth worker is required to organise and develop the provision for youth in the South Derbyshire communities of Church Greenley and Woodville.

The post includes the responsibility for the County Youth Centre at Woodville and the Church Greenley Youth Centre. The successful candidate will be expected to develop and maintain a close working relationship with the local community and to be responsible for the provision of youth services to young people, who for one reason or the other, do not use established youth work provision.

Application forms from: Janet Miller, Staffing Section, Further Education, London Borough of Haringey, 48-52 Station Road, London N22 4TY. Tel. 861 3000 ext. 3122. Closing date: 6th September, 1985.

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

**LANCASHIRE
CATHOLIC YOUTH SERVICE**
Applications are invited for the post of Deans Youth Worker for the Lland area of Lancashire.
Further particulars from Kevin Flannigan, 23 Herbeck Drive, Leyland PR9 4DQ. Tel. 251515.

**MID-GLAMORGAN
TREMAM BOY'S CLUB**
Post: Road, Tremam, Mid Glam.
Full time leader required as soon as possible. The Committee wishes to appoint a leader who is committed to the successful development of the club which is affiliated to B.C.W. N.C.S.
Closing date for completed application forms available from the Secretary is 15th September 1985. 440000 (19553)

Social Services

**WILTSHIRE
COTSWOLD COMMUNITY
(Wiltshire Social Services)**

We urgently require a qualified teacher to join the staff team of this rural therapeutic community which provides care, treatment and education for severely emotionally disturbed, anti-social adolescent boys.

It is an opportunity to get involved in the lives of young people in a real and meaningful way and there are excellent career and training opportunities available. Salary and benefits can then be arranged.

If this interests you please write describing yourself, to John Whitwell, Cotswold Community, Ashton Keynes, Swindon, Wiltshire, SN6 6JL. Tel. 0865 801230 and an informal visit can then be arranged.

FRANCE
Experienced English Teacher required for Well Known Public School in Paris. Applicant must be fluent in French. Age 30 plus. Salary negotiable. Board and Lodging provided. C.V. to Gray Educational Ltd., C/o Dr. Rennie, 28 Midcourt, London, W8 1ST. Tel. 01-746 1111.

Overseas Appointments

FRANCE
Experienced English Teacher required for Well Known Public School in Paris. Applicant must be fluent in French. Age 30 plus. Salary negotiable. Board and Lodging provided. C.V. to Gray Educational Ltd., C/o Dr. Rennie, 28 Midcourt, London, W8 1ST. Tel. 01-746 1111.

**ISRAEL
INTERNATIONAL
COLLEGE**

Requires for its Boarding Day School the following:

Head of EFL Department.
Teacher of EFL Secondary level with French as a second language.

Infant Teacher with music (4-6 year olds).
Junior School Teacher with Art, Drama or P.E. (11-12 year olds).

Resident games teacher.
C.V. and photo to: Gray Educational Ltd., 28 Midcourt, London, W8 1ST. Tel. 01-746 1111.

SPAIN
Experienced Spanish-speaking EFL Teacher required for a well known public school in Madrid. Salary to £10,000 plus benefits. Tel. 01-746 1111.

Technical Education Posts Overseas

Kenya Polytechnic

Post 1: Senior Lecturer in Air-conditioning/Refrigeration

Duties: to teach air-conditioning, ventilation, hot water services and refrigeration technician courses and to be responsible for higher diploma courses; staff supervision and co-ordination; curriculum development in co-operation with Kenya Institute of Education; laboratory and workshop development.

Qualifications: candidates, preferably aged 35-50, must be UK citizens with a British educational background and should possess a degree in engineering specialising in either air-conditioning, refrigeration or building services. Candidates with higher diplomas and relevant experience will also be considered. Applicants should have at least three years' FE teaching experience. Industrial experience is desirable.

Reference: 85 K 367.
Date of appointment: by mutual agreement with Kenya Polytechnic but preferably as soon as possible.

Post 2: Senior Lecturer in Agricultural Engineering

Duties: to teach welding and fabrication subjects to students from technician to higher diploma level; laboratory development; to develop a welding and fabrication workshop; project supervision and assessment.

Qualifications: candidates, preferably aged 35-50, should possess a degree or equivalent in Mechanical/Agricultural Engineering, and have at least five years' industrial experience dealing with welding and fabrication.

Membership of a recognised engineering institution and two or more years' teaching experience desirable. They should be UK citizens with a British educational background.

Reference: 85 K 367.
Date of appointment: by mutual agreement with Kenya Polytechnic but preferably as soon as possible.

Post 3: Lecturer in Computer Science

Duties: to teach computer science up to higher diploma level; curriculum development; to develop departmental computer facilities. Qualifications: candidates, preferably aged 35-50, must be UK citizens with a British educational background and must possess at least a First degree in Computer Science and at least two years' FE teaching experience. A master's degree in computer science is desirable.

Reference: 85 K 367.
Date of appointment: by mutual agreement with Kenya Polytechnic but preferably as soon as possible.

Post 4: Lecturer in Digital Electronics

Duties: to teach digital electronics including microprocessors and computer engineering; to assist in curriculum planning and development in line with technical developments.

Qualifications: candidates, preferably aged 35-50, must be UK citizens with a British educational background and must possess a First degree in Digital Electronics and at least four years' FE teaching experience. An MSc in microprocessor engineering would be an advantage.

Reference: 85 K 367.
Date of appointment: by mutual agreement with Kenya Polytechnic but preferably as soon as possible.

Post 5: Lecturer in Engineering Control and Instrumentation

Duties: to teach automatic control and instrumentation up to higher diploma level; to develop the engineering control and instrumentation laboratory; to assist in curriculum development; project supervision and assessment.

Qualifications: candidates, preferably aged 35-50, must possess at least a First degree in either Mechanical/Electrical Engineering with a bias in Instrumentation and Automatic Control Engineering. Candidates should also have at least five years' teaching experience at higher diploma level. Membership of a recognised engineering institution and previous industrial experience desirable. They should be UK citizens with a British educational background.

Reference: 85 K 367.
Date of appointment: May 1986.

Post 6: Lecturer in Highway Engineering

Duties: to teach highway and traffic engineering, soil mechanics, materials and geology up to higher diploma level; to assist in curriculum planning and development; laboratory development; project supervision and assessment.

Qualifications: candidates, preferably aged 35-50, must have a degree or equivalent professional qualification in Civil Engineering, plus at least three years' relevant experience. Membership of the Institution of Civil or Municipal Engineers and relevant teaching experience, an advantage. They should be UK citizens with a British educational background.

Reference: 85 K 367.
Date of appointment: May 1986.

Post 7: Lecturer in Highway Engineering

Duties: to teach highway and traffic engineering, soil mechanics, materials and geology up to higher diploma level; to assist in curriculum planning and development; laboratory development; project supervision and assessment.

Qualifications: candidates, preferably aged 35-50, must have a degree or equivalent professional qualification in Civil Engineering, plus at least three years' relevant experience. Membership of the Institution of Civil or Municipal Engineers and relevant teaching experience, an advantage. They should be UK citizens with a British educational background.

Reference: 85 K 407

Date of appointment: by mutual agreement with Kenya Polytechnic but preferably as soon as possible.

Salary for Posts 1-2: a basic salary paid locally by the Government of Kenya on a scale ranging from KSh 64,240-70,800 (£1-KSh 22,76) plus a normally tax-free supplement paid by the British Government under its aid programme of £11,445-£11,474 (married) or £9,554-£9,580 (single).

Salary for Posts 3-6: a basic salary paid locally by the Government of Kenya on a scale ranging from KSh 43,080-58,560 (£1-KSh 22,76) plus a normally tax-free supplement paid by the British Government under its aid programme of £9,554-£10,056 (married) or £7,440-£8,172 (single).

Benefits for all Posts: 25 per cent terminal gratuity on basic salary, free air passages; children's education allowances and holiday visits; baggage allowance; appointment grant and car loan may also be given. Contracts for all posts initially for 30 months with the Government of Kenya.

Mombasa Polytechnic

Lecturer in Water Engineering

Duties: to teach Water Engineering and related subjects up to higher diploma level; to assist in departmental curriculum development as required.

Qualifications: candidates, preferably aged 28-50, should possess a degree and a postgraduate qualification in Civil/Water Engineering. Four years' relevant postgraduate experience of which two should have been in FE teaching. Candidates must be UK citizens with a British educational background.

Date of appointment: by mutual agreement with Mombasa Polytechnic but preferably as soon as possible.

Contract: initially for 30 months with the Government of Kenya.

Salary: a basic salary paid locally by the Government of Kenya on a scale ranging from KSh 43,080-58,560 (£1-KSh 22,76) plus a normally tax-free supplement paid by the British Government under its aid programme of £9,554-£10,056 (married) or £7,440-£8,172 (single).

Benefits: 25 per cent terminal gratuity on basic salary, free air passages; children's education allowances and holiday visits; baggage allowance; appointment grant.

Reference: 84 K 507.

Botswana Polytechnic

Senior Lecturer in Construction Engineering

Duties: to teach Construction Technology Surveying and Building Services to students on City and Builders' course (2nd years 1 and 2) and most probably City and Builders' 3rd and Higher Technician Diploma courses; to assist in course development including Civil Engineering degree courses; to develop laboratory and other facilities required for the above courses.

Qualifications: candidates, preferably aged 35-50, should possess a relevant degree or higher diploma, plus six years' post-qualification lecturing experience and five years' relevant industrial experience. An appropriate Master's degree and a teaching qualification would be useful. Candidates must be British with a UK educational background.

Date of appointment: by mutual agreement with Botswana Polytechnic but preferably as soon as possible.

Salary: a basic salary paid locally by the Government of Botswana on a scale ranging from Pula 12,998-16,800 (£1-P 2,25) plus a normally tax-free supplement paid by the British Government under its aid programme ranging from £3,468-£5,256 (single) or £4,072-£5,860 (married). Other benefits include 25 per cent terminal gratuity on basic salary, free air passages and baggage allowance; housing provided at economic rental; appointment grant. Officers may also be eligible for children's boarding school allowances and holiday visits for UK based children.

Contract: initially for 30-36 months with the Government of Botswana.

Reference: 85 K 507.
Closing date for applications: 16 September 1985.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

THE BRITISH COUNCIL

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For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

OVERSEAS POSTS

continued

SPAIN

Vacancies for (1) E.F.L. teacher (2) E.F.L. teacher (3) E.F.L. teacher (4) E.F.L. teacher (5) E.F.L. teacher (6) E.F.L. teacher (7) E.F.L. teacher (8) E.F.L. teacher (9) E.F.L. teacher (10) E.F.L. teacher (11) E.F.L. teacher (12) E.F.L. teacher (13) E.F.L. teacher (14) E.F.L. teacher (15) E.F.L. teacher (16) E.F.L. teacher (17) E.F.L. teacher (18) E.F.L. teacher (19) E.F.L. teacher (20) E.F.L. teacher (21) E.F.L. teacher (22) E.F.L. teacher (23) E.F.L. teacher (24) E.F.L. teacher (25) E.F.L. teacher (26) E.F.L. teacher (27) E.F.L. teacher (28) E.F.L. teacher (29) E.F.L. teacher (30) E.F.L. teacher (31) E.F.L. teacher (32) E.F.L. teacher (33) E.F.L. teacher (34) E.F.L. teacher (35) E.F.L. teacher (36) E.F.L. teacher (37) E.F.L. teacher (38) E.F.L. teacher (39) E.F.L. teacher (40) E.F.L. teacher (41) E.F.L. teacher (42) E.F.L. teacher (43) E.F.L. teacher (44) E.F.L. teacher (45) E.F.L. teacher (46) E.F.L. teacher (47) E.F.L. teacher (48) E.F.L. teacher (49) E.F.L. teacher (50) E.F.L. 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Bedfordshire
FLITWICK SPORT & LEISURE CENTRE
1 SENIOR ASSISTANT
2 ASSISTANT MANAGERS
This new Sport & Leisure Centre, due to open in October/November 1985, requires the above three post-holders to be responsible for the day-to-day operation of the Centre. The successful applicants, who would ideally have a relevant qualification, will be involved in the planning, preparation, delivery and evaluation of a wide range of activities for school groups, clubs and individuals. They will also be responsible for the management of the Centre's finances and the maintenance of the Centre's facilities. For further details, please apply to the Manager, Flitwick Sport & Leisure Centre, Flitwick, Bedfordshire, MK43 0NF. Tel: 0455 555555. Closing date: 15th September 1985.

English as a Foreign Language

BOURNEMOUTH: MANAGEMENT INTERNATIONAL

Learn to teach English as a foreign language at the International Centre for Foreign Language Teaching, Bournemouth. The Centre runs a regular 10-week introductory course leading to the Royal Society of Arts Preliminary Certificate in Teaching English as a Foreign Language. For details write to: Management International, 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

RECEPTION AND ADMINISTRATION

Would you enjoy handling people, phones & papers? Would you like to work in a busy office? If so, apply to: Reception and Administration, 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

Appointments Wanted

GEOGRAPHY - GEOLOGY
A qualified teacher of Geography and Geology, with a PGCE, seeks a permanent post in a secondary school. For further details, please apply to: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

Tuition

EXPERT TUITION in physics, mathematics, and science, 5-11 years, by highly experienced teachers. For further details, please apply to: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

Awards and Scholarships

OXFORD UNIVERSITY OF OXFORD
GENERAL AVERV
Linguistics, English, History, Geography, etc. For further details, please apply to: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

ADVANCED COMPUTER GRAPHICS SYSTEMS

Over the past five years Intergraph has established itself as one of the world's most successful and fastest growing manufacturers of turnkey, interactive computer graphics systems for computer aided design and manufacture (CAD/CAM) and other graphics applications. Intergraph computer graphics systems are based on the Digital Equipment VAX range of computers, which are enhanced by Intergraph with specialised hardware and software addressing the specific requirements of true interactive graphics in an increasing range of application areas.

CUSTOMER TRAINING INSTRUCTORS

With the steady growth during the past few years of the range of industries and design disciplines using Intergraph's interactive computer graphics systems, has come a rapid and continuing increase in our UK customer base. Customer training is, therefore, becoming an ever more important and expanding part of Intergraph's total operations.

THE REWARDS

The compensation package includes private medical insurance cover and a very attractive salary which will reflect your experience and the contribution you can make to Intergraph.

Personal Announcements

100% MORTGAGES 3% X
Income. Also available: 80,000 in 10 days. Written by: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

Properties for Sale & Wanted

CLOKE & SONS
25 GABRIEL'S HILL, WIDMORE, NENT, WILSHIRE
Telephone: 01453 581152
Established Nursery School with Freehold 4 bedded house in 1 acre grounds. Freehold 100,000. Also available: 100,000. For further details, please apply to: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

Strathclyde

RENFREW Sub-Region Education Department

INSTRUCTOR

Artanlly Outdoor Centre, By Dunoon, Argyll
Salary Scale - AP11/V - £9,924-£9,795 placing according to qualifications.
A vacancy exists for an instructor with, ideally, above average skills and experience in Mountain, and a degree in Geography, History, or Physical Education and advanced experience and qualifications in one or more of the following activities would be favourably considered: Sailing, Canoeing, Orienteering, Fieldwork, up to 'O' Grade and Higher Standard.
Application forms may be obtained from the Assistant Director of Manpower Services, Renfrew Sub-Region, Regional Office, Cotton Street, Paisley PA1 1JJ to whom completed forms quoting Reference Number R 870 should be returned by 9th September, 1985.

R.M. MCULLOCH
Director of Manpower Services (1985)
For details write to: The Director, Renfrew Sub-Region, Regional Office, Cotton Street, Paisley PA1 1JJ. Tel: 01226 523333. (34139)

ADVANCED COMPUTER GRAPHICS SYSTEMS

Over the past five years Intergraph has established itself as one of the world's most successful and fastest growing manufacturers of turnkey, interactive computer graphics systems for computer aided design and manufacture (CAD/CAM) and other graphics applications. Intergraph computer graphics systems are based on the Digital Equipment VAX range of computers, which are enhanced by Intergraph with specialised hardware and software addressing the specific requirements of true interactive graphics in an increasing range of application areas.

CUSTOMER TRAINING INSTRUCTORS

With the steady growth during the past few years of the range of industries and design disciplines using Intergraph's interactive computer graphics systems, has come a rapid and continuing increase in our UK customer base. Customer training is, therefore, becoming an ever more important and expanding part of Intergraph's total operations.

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The compensation package includes private medical insurance cover and a very attractive salary which will reflect your experience and the contribution you can make to Intergraph.

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25 GABRIEL'S HILL, WIDMORE, NENT, WILSHIRE
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Established Nursery School with Freehold 4 bedded house in 1 acre grounds. Freehold 100,000. Also available: 100,000. For further details, please apply to: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

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Learn to teach English as a foreign language at the International Centre for Foreign Language Teaching, Bournemouth. The Centre runs a regular 10-week introductory course leading to the Royal Society of Arts Preliminary Certificate in Teaching English as a Foreign Language. For details write to: Management International, 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

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Would you enjoy handling people, phones & papers? Would you like to work in a busy office? If so, apply to: Reception and Administration, 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

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GEOGRAPHY - GEOLOGY
A qualified teacher of Geography and Geology, with a PGCE, seeks a permanent post in a secondary school. For further details, please apply to: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

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EXPERT TUITION in physics, mathematics, and science, 5-11 years, by highly experienced teachers. For further details, please apply to: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

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Linguistics, English, History, Geography, etc. For further details, please apply to: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

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Outdoor Education

MANAGER REQUIRED. Sports, running, swimming, and other outdoor activities. For further details, please apply to: 100000, Bournemouth, Dorset, BH1 1JY. Tel: 01202 523333. (34139)

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Lancashire County Council

An Equal Opportunities employer

ADMINISTRATIVE ASSISTANT (SPECIAL EDUCATION)

Salary Scale: PO pts. 45-48 - £14,013 - £15,042 (Pay award pending)
Applications are invited for appointment to this Senior post.

Applicants should have had teaching experience and a varied experience at a responsible level in the Education Service, hold an appropriate qualification and be capable of exercising initiative and enterprise in meeting new situations.

Application forms and further details may be obtained from the Chief Education Officer, Education Department, P.O. Box 61, County Hall, Preston (telephone: Preston (0772) 263697), to whom completed application forms should be returned quoting Reference CO.228/1/PJ. Closing date: 9th September, 1985. Shortlisted candidates will be notified 14 days following the closing date.

Administration Local Education Authority

CLWYD COUNTY COUNCIL

EDUCATION DEPARTMENT

AREA EDUCATIONAL PSYCHOLOGIST

Required in a service undergoing re-organisation and expansion to meet the demands of the 1981 Education Act. The service is well established and offers a variety of skills to school and other agencies. Essential Car User allowance paid. Assistance in removal and relocation agents fees in approved cases. Application forms and job description obtainable from the County Council, Education Department, P.O. Box 61, County Hall, Preston (telephone: Preston (0772) 263697), to whom completed application forms should be returned quoting Reference CO.228/1/PJ. Closing date: 9th September, 1985. Shortlisted candidates will be notified 14 days following the closing date.

Educational Psychologists

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Miscellaneous

TEACHERS

Qualities developed as a teacher could help you succeed in a sales career with a leading National Company. We seek people with drive, determination and above all professional. For further information in your area please Tel: Cheltenham 38228, Oxford 716559, Swindon 30051, Worcester 23437, 680000 (19547) 680000

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This leading U.K. quantitative research agency seeks two outstanding full-time executives. If you are 25-30, with post-graduate experience in Socioology, Soc/Edu, Psychol, Anthropol, Clinical, or other relevant field, please send C.V. and letter of application now to Mike Owen, CRAM, 53 St. Michaels Lane, London WC2N 4EA. Remuneration negotiable. (19547) 680000

CLAYESMORE SCHOOL DORSET

(SHMIS, IAPS Co-educational)

Applications are invited for the post of

BURSAR AND CLERK TO THE COUNCIL

The Governors seek to appoint a Bursar, to take up the appointment as early as possible, as a result of the tragic death in a sailing accident of J.C.G. Crowley MA Oxon. They seek applications from persons under 50 of wide administrative and financial experience. For further details and application form send s.a.s. to: The Acting Clerk to the Council, Clayesmore School, Iwerne Minster, Blandford Forum, Dorset, DT11 8LL. (19547) 680000

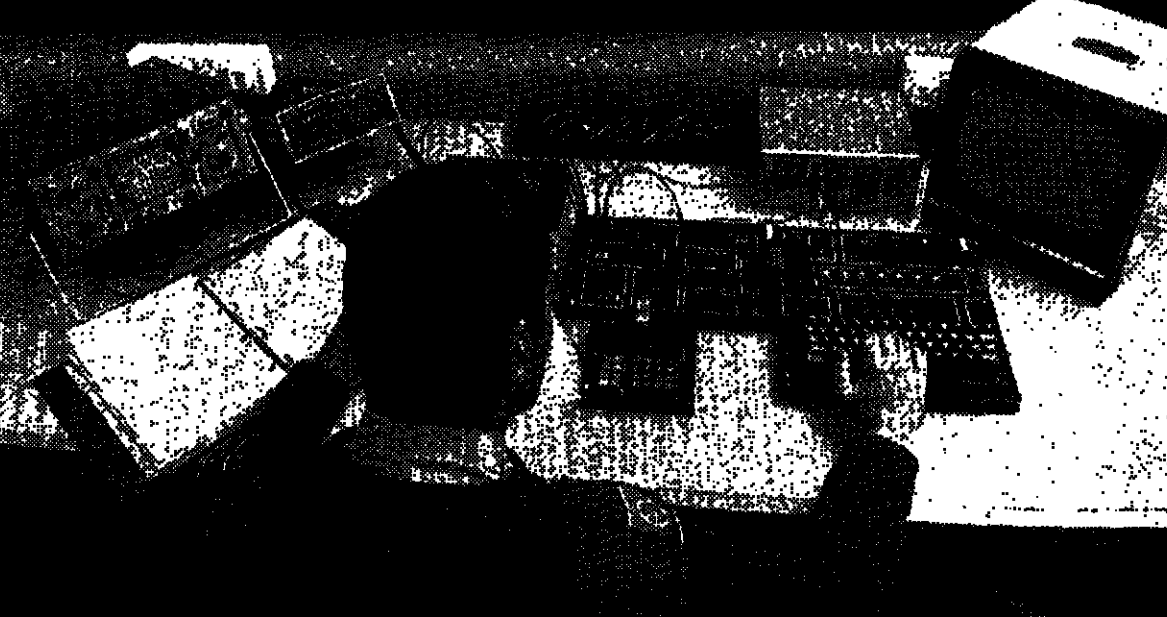
DURHAM

AYCLIFFE SCHOOL REGIONAL CHILDREN'S CENTRE

CLINICAL/EDUCATIONAL PSYCHOLOGIST

Aycliffe is a centre for the assessment and treatment of disordered adolescents. Due to changing needs of the Centre, a clinical psychologist is being re-organised to provide a clinical service, drawing upon a range of psychological resources for research and personal development. Salary is on the Senior or Whitley scale, as appropriate to qualifications and experience. Completed application forms should reach the Principal, Aycliffe School, Copeland Newton Aycliffe, DL5 6JB by 7th October 1985. (19547) 680000

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We hope you're one of those teachers who thoroughly enjoys teaching. Who doesn't mind letting enthusiasm show. Because we have some very keen and responsible pupils for you to train.

Our pupils are the RAF's technicians of tomorrow. Some of the brightest and most highly motivated young men and women in Britain with a voracious appetite for learning.

But without dedicated teaching their careers wouldn't get off the ground. And without our technicians neither would the RAF.

Hence the importance of your role as a Royal Air Force Education Officer.

What's more, we'll give you every facility to fulfil that role effectively.

You see, we believe in "hands on" teaching. Giving each pupil the chance to get to grips with the machine. Be it an oscilloscope or a jet engine, he'll learn more, quicker, if he's working in a small group.

But the instruction of the trainee technicians is only part of the job. There are also numerous opportunities throughout the RAF for additional responsibilities.

Such as keeping all ranks - from airman to officers - abreast of the

continual advances being made in electronics, computer technology, radar, electrical and aeronautical engineering. Advances which can only be applied effectively if they're taught effectively.

You don't need to be a qualified teacher because if you're not already experienced, we'll teach you the art of teaching. But you should have a degree in engineering, physics, mathematics or a computing discipline or you may apply if you have an HNC or TEC in an engineering subject, together with a GCE 'O' level in English Language (or equivalent). Alternatively, if you do have a teaching qualification it must be with mathematics or physics. We also have some vacancies for linguists - especially German speaking.

You can apply for a 4- to 6-year gratuity-earning Short Service Commission or indeed a commission for a longer period.

Write to Group Captain Paul Terrett, OBE, at (TG) Officer Careers (602/19/08), Stanmore HA7 4PZ, or call in at any RAF Careers Information Office.

If you are applying in writing, please include your date of birth and present and/or intended qualifications.

Age on entry up to 39.

Education & Training

RAF Officer

For details write to: The Director, Renfrew Sub-Region, Regional Office, Cotton Street, Paisley PA1 1JJ. Tel: 01226 523333. (34139)

Metropolitan Borough of Solihull

ASSISTANT EDUCATION OFFICER (Special Needs)

This is a newly established fourth tier post to assist the Special Needs Officer and the Principal Assistant Education Officer with the statementing and monitoring of children whose special needs fall within the scope of the Education Act, 1981.

Applicants should be graduates with substantial teaching experience and preferably some Local Authority administrative experience. However, the post would be suitable for a teacher wishing to enter education administration or for a recent entrant seeking to gain wider experience.

Application form and job description available from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands B91 3QS. Tel: 021-705 6789 Ext. 535 or 021-705 6872 (evenings and weekends) - 24-hour answerphone, quoting Ref. No. C1079K. Forms to be returned by 17th September, 1985.

"Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome".

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